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ABSTRACT

During 1908-81, the final year of a 3-year institutional development project, Dyersburg State Community College (DSCC) focused on increasing participation in and the services of its developmental studies program; developing the college's library into a fully functioning learning resources center; and implementing computer-assisted instruction (CAI) in developmental studies and other disciplines. This evaluation report describes and assesses the effectiveness of the project's third-year activities. After introductory material describing the procedures of an external evaluation team and delineating major project emphases for 1980-81, the subsequent sections of the report cover: (1) DSCC's institutional needs assessment efforts; (2) the scope of the project and plans for its continuation; (3) project objectives and success in meeting these objectives; (4) contributions to and of the project; and (5) unmet objectives and project weaknesses. After a section outlining project costs, summary recommendations and conclusions are offered. The bulk of the report consists of appendices providing project personnel job descriptions and announcements; enrollment statistics for 1978 through 1981; student evaluations of the peer-tutoring program, developmental studies courses, and off-campus courses; reading course descriptions; instructions for writing book reviews; copies of educational resources bulletins and promotional brochures; a description of the self-exploratory career center; a recommended media policy; and suggested guidelines for entry into developmental studies courses. (KL)

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EVALUATION REPORT ON

THE DYERSBURG STATE COMMUNITY COLLEGE PROJECT:

TITLE III, STRENGTHENING DEVELOPING INSTITUTIONS

(Grant Number G007904219)
(Project Number 454AH90268)

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TABLE OF CONTENTS

		Page
	Evaluation Report Abstract	ii
I.	Introduction	1
II.	Needs Assessment	3
III.	Scope of the Project	6
IV.	Program Characteristics	12
V.	Budget Categories	31
VI.	Recommendations and Conclusions	35
	Appendices	

EVALUATION REPORT ABSTRACT

Findings

Several findings related to the Developmental Studies Program: (1) the Developmental Studies Program was continued for the purpose of sharpening students' basic skills, (2) there was an increase over the previous year in minority, disadvantaged, and total student enrollment, (3) developmental studies classes were offered initially in a new correctional center in Lake County, (4) the diagnostic testing program was continued, (5) the student return rate fluctuated by quarter, (6) academic, career, and personal counseling were coordinated with academic counseling, (7) the peer-tutor program was expanded and evaluated positively by students and faculty, (8) the reading curriculum was revised, and (9) off-campus classes were continued, expanded and evaluated positively by students.

Other findings related to the Learning Resource Center: (1) orientation materials about the library and library skills continued to be either created or purchased, (2) the in-house bulletin about library and media usage was published and distributed, (3) software was multi-formatted, (4) work was culminated to (a) make the library a fully functioning resource center, (b) develop a Satellite Materials Production Center, and (c) develop a career study center, (5) the Developmental Studies Program was extensively promoted through several types of media, (6) numerous services were continued that supported the academic program, (7) services to the community were promoted on radio and were offered through area schools, and (8) cooperation was initiated with other institutions of higher education to conduct seminars on audio-visual resources.

Further findings related to Computer-Related Education: (1) students used several CAI packets, and a vocabulary module developed for this

purpose, (2) modules for skill development were accessed, and (3) a limited expansion of CAI into other disciplines was achieved. Additionally, the first graduates of the Computer Service Associate Degree program received their degrees in June 1981.

Conclusions

Personnel at Dyersburg State Community College fully achieved most of the objectives of the three components of the Title III project in which they were involved during 1980-1981. Major accomplishments included an increase in the enrollment of the target population in the Developmental Studies Program and stability in the rate of their retention; the expansion of the number of both on-campus and off-campus classes and counseling services; the addition of testing programs; the achievement of making the library into a comprehensive service facility for students, faculty, administrators, and the community; and the continuance and enlargement of computer-related educational services.

Recommendations

The following recommendations are based on the findings of this project:

1. Methods of placing students in developmental studies classes should be further refined in order to address their individual needs more effectively.
2. The testing program should be expanded to include all students entering the college.
3. The Satellite Materials Production Center should continue to be expanded in order to make the Learning Resource Center concept an effective support of college-community constituents' academic goals.

4. The number and quality of services of the Self Exploratory Career Center should continue to be increased so that students can more easily make decisions about college courses and degree plans.
5. Computer-assisted instruction should continue to be expanded to include additional modules taught by a greater number of faculty members.
6. Computer-assisted instruction offerings should be promoted on a larger scale so that larger numbers of students will make use of them.

I. Introduction

A. Members of the evaluation team

The external evaluation of the Dyersburg State Community College Title III Basic Project was conducted by Dr. John R. Petry and Dr. Fred K. Bellott of the Bureau of Educational Research and Services of Memphis State University. Dr. Petry was involved in the administration and coordination of the project and the evaluative responsibilities; Dr. Bellott, in the evaluation. The only contact that these two persons had with the program was in connection with the evaluation.

B. Data-gathering techniques for the evaluation

The techniques used in gathering data for the evaluation consisted of conducting interviews with program personnel, collecting documentation from the files of information on program activities, and compiling data from records on program activities. The external evaluators met with the personnel involved in the program to discuss the activities conducted during 1980-81, the accomplishments of the activities, and the activities that will be continued and refined in the future. Selected documents on the program activities were identified and collected for use in the evaluation; in addition, available data about program activities were identified and compiled to provide evaluative information.

The external evaluators spent time on the campus of Dyersburg State Community College in performing on-site activities related to the evaluation for 1980-81. The visits were augmented by telephone contacts with program personnel to discuss various aspects of the evaluation. The contacts were supplemented by meetings at Memphis State University that involved the external evaluators and project personnel.

C. Amount of Title III funds

The federal funding for the Dyersburg State Community College Title III Basic Project totaled $108,398 during 1980-81. The amount of federal funding since the project's inception (1978) totaled $348,154.

D. Major program emphases during 1980-81

Three program areas were delineated in the project: Developmental Studies Program, Learning Resource Center, and Computer-Related Education. The Developmental Studies Program was specifically designed to reach students having (1) a need for skill improvement in academic areas and (2) poor self-concepts. The thrust of the program was to assist students in the development of self-confidence and skills necessary for success in their college encounter.

A second major program emphasis involved the use of the Learning Resource Center. The major thrust of this area was to increase the familiarity of faculty, students, and staff with services, materials, and resources housed in the library . A systematic plan to change the image of the library to that of a Learning Resource Center was continued and achieved.

The third major emphasis involved the Computer-Related Education program, the thrust of which was to integrate the computer into the learning environment through the use of programmed instruction and hands-on types of activity for individual instruction. The computer operation was a logical way of integrating the CAI concept with academic disciplines.

II. Needs Assessment

A. Procedures used in needs assessment

The assessment of needs at Dyersburg State Community College is an on-going process. As a relatively new higher education institution, the institution is constantly reviewing its programs and analyzing problems in its service area to identify emerging needs and determine the congruence of current programs and needs.

The educational attainment of the population served by Dyersburg State Community College was ascertained through published census data. These data were compiled by county and minority groups in order to describe more thoroughly the needs of the population served by the institution. Records of students enrolled at the institution were analyzed to determine the percentages of minority students and low-income students in the school population. These students represented the major proportion of the students in need of developmental studies.

The identification of program needs emerged largely through long-range planning efforts undertaken by the institution. The development of a long-range plan involved a review of all aspects of the institution: staff personnel, students, programs, facilities, equipment, and finances. Data on these factors were utilized from existing records and projects to support the planning effort.

B. Involvement of others in needs assessment

The governing board, which is The Board of Regents of State Colleges and Universities in Tennessee, was involved in the needs assessment effort of Dyersburg State Community College through directive and approval roles. Through the establishment of specifications for long-range plans, the

governing board had a direct influence on the needs assessment effort. The approval authority resident with the board also influenced the needs assessment process and resultant long-range plan.

The administrative personnel of the institution had a major role in the needs assessment. In particular, the heads of the academic divisions were primarily responsible for determining the needs related to academic programs. An administrative council, which is composed of administrators from all areas and faculty representatives, was responsible for the development of program emphases.

The faculty of the institution had a significant role in instructional needs assessment efforts. Faculty members were involved in needs assessment resulting in curriculum improvement in 1980-81. A faculty committee studied the needs related to computer applications in instruction and developed a five-year plan involving additional applications of the computer to instruction; 1980-81 was the third year of emphasis for this plan.

Administrative and instructional support personnel provided assistance in all phases of the needs assessment. Student involvement was largely indirect or informal. The needs of students were a central concern in the development of plans to improve the instruction and management functions of the institution. Contact with students also provided useful information for identifying needs and developing plans to alleviate the identified needs.

C. Relationship of needs assessment to long-range planning

The needs assessment activities conducted by Dyersburg State Community College were related integrally to the long-range planning efforts of the institution. The institutional philosophy and mission provided the foundation for both the needs assessment and long-range planning. The needs

identified for the institution to achieve its mission were the focus of the objectives and activities specified in the long-range plans for the institution. The long-range plans were formulated in direct response to the needs that were identified for the institution.

III. Scope of the Project

A. Current Title III programs and assisting institutions

Developmental Studies Program and Instructional Development Program

Assisting institution - Middle Tennessee State University

The contract for the assisting institution was awarded to Middle Tennessee State University as the result of the competitive bid procedure. Personnel from Middle Tennessee State University were required to make three on-site visits. Three individuals, one designated for each of the three program components, visited Dyersburg State Community College to assist the individual in charge of a particular program component.

The agreement included the following provisions:

1. Statement of services to be provided
2. Time schedule for performance of the services
3. Payment schedule, with payment to be made upon completion
4. Reporting requirements
5. Retention of records by the grantee and access to the assisting institutional personnel
6. Termination rights
7. Budget specifying costs
8. Signature of the President of the grantee institution and the President of the assisting institution.

The personnel selected by Middle Tennessee State as resource personnel were the same as the previous year: Dr. Mary Tom Berry, Chairperson of the Education Department and Assistant Academic Dean; Dr. William Jackson, Director of the Learning Resource Center; and Dr. Paul Hutchison, Director of the Computer Center. The continuity provided by the availability of these individuals greatly enhanced the scope of Dyersburg State's program. They were able to compare the program one year ago with the program at the begining of the second year.

The progress made during the year was easily seen, and further improvements and refinements were suggested. Dr. Berry assisted the Instructional Development Specialist in refining the scope of the testing program, redefining the basic reading skills program, and initiating more computer assisted math activities.

Dr. Jackson worked with the Media Specialist (a new person) to redefine the thrust of the use of media in developmental education and to help the library continue to develop into a Learning Resource Center. Dr. Hutchison assisted the Computer Assisted Instruction Specialist in developing modules, transferring existing modules from tape to disk, and identifying sources of possible acquisitions for the program.

Because new personnel were in both the CAI and Media portion of the program, these visits were extremely helpful in providing the continuity and new direction needed by the staff. The assisting agency provided a wealth of information concerning staff development activities, a different type of teacher evaluation technique, methods used in retention of students, and other valuable information concerning free and inexpensive sources of equipment and supplies.

Dyersburg State attempted to take advantage of two different delivery systems for courses this year, television and newspaper. Because Middle Tennessee State personnel had experience in both of these media, their assistance offered was useful in promoting and marketing of courses in both media. Both courses are successfully operating this year. The Media Specialist has responsibility for taping and storing the lessons and providing assistance to students who are enrolled.

Project Evaluation

Assisting institution - Memphis State University

The agreement between Dyersburg State Community College and Memphis State University provided for evaluation of the Title III Basic Project. The agreement included the following provisions:

1. Statement of services to be provided
2. Time schedule for performance of the services
3. Payment schedule, payment to be made upon the completion of the performance
4. Reporting requirements
5. Retention of records by the grantee and access to the assisting institutional personnel
6. Termination rights
7. Budget specifying costs
8. Signatures of the President of the grantee institution and the President of the assisting institution

Memphis State was selected by the competitive bid process.

B. Professional staff selection/position description

All professional personnel selections at Dyersburg State are based solely on the qualifications of the applicants. When job announcements are posted, any qualified person may apply. As an Equal Opportunity Employer, the institution is a non-discriminatory Equal Opportunity Employer and is non-discriminatory in its assessment of all applicants. Each applicant's qualifications are evaluated solely on the information presented. When an on-site visit is requested, references are checked to assure their validity.

Written job descriptions for all positions at the college are maintained in the Office of Institutional Research. The description includes the title of the position, general information about the position, duties and responibilities, and requirements of the position. A job description is required of each employee, whether funded from Title III, state funds, or other sources. A copy of each job description is included in Appendix A of this report along with position announcements.

When a position for this project has become vacant, a written announcement has been issued containing information pertinent to the position, such as

requirements, responsibilities, contact person, and the statement that the institution is an equal opportunity employer. Applications that were received were evaluated by the Director of the Project and the Dean of Instruction. The person selected was the one whose qualifications most nearly conformed to the required qualifications for the job. The selection procedures comply with the requirements of federal law, administrative directives of the state and policies of the governing board of the institution.

C. Project organization and administrative procedures

The organizational structure for the project did not change this year. The Project Director reported directly to the Dean of Instruction because the project falls within the instructional organization of the college. The project had two major components: the Instructional Development was comprised of both the Media Specialist and the Computer Specialist, whereas the Developmental Studies component was directed by the Developmental Studies Specialist. Each individual reported directly to the Project Director.

The Developmental Studies Specialist has worked with the project since December 1980. His background is in reading and adult education. He is currently enrolled in a doctoral program in adult education.

The CAI specialist works with the faculty and staff in the building and programming of modules for computer instruction. She has strong technical skills and excellent human skills. Modules in math, nursing, English, and natural sciences were developed. She worked with faculty members in preparing and programming test materials for individual courses.

The Media Specialist position remained open from August 30, 1980 until February 1981. Extensive advertisement of the position failed to attract an individual interested in a one-year position. In February, a person was employed who has a strong artistic background, and the media portion of the development program was again functional.

Financial management support for the project was provided by the Coordinator of Business Operations, who worked closely with the Project Director in monitoring the budget. The approval of project expenditures followed the procedures required of all institutional expenditures. Upon the issuance of a purchase order, the signatures of the Dean of Instruction and the Business Manager are required before the bid procedure is initiated. Payment of the expenditure requires the approval of the President and other signatures from other officials. A system of checks and balances is maintained as required by the state governing board and audit agency.

All financial records are maintained in the custody of the Business Manager. Duplicate copies are housed in the office of the Project Director. The records are maintained in a secure manner to assure protection from destruction. The ultimate responsibility for the maintenance of all financial records resides with the President of the institution.

Internal evaluation of the progress of the project was measured in terms of objectives and goals accomplished. An activities and monitoring report has been filed with the grants office as required. Additional evaluative results are filed with this report.

Enrollment in all phases of the development studies area has remained relatively stable throughout the year. The off-campus program has continued to grow with the addition to the service area of a regional correctional center. Two off-campus sections were offered during Fall Quarter 1980, four in the Winter Quarter 1980 and six during the Spring Quarter 1981. The off-campus enrollment in Fall Quarter 1980 was 63. This increased to 120 during the Winter Quarter and 126 during the Spring Quarter. On-campus offerings during the Fall Quarter 1980 numbered 31 sections having a total enrollment of 325 students. Because of the consolidation of some courses and more flexible scheduling, the number of sections offered during the Fall Quarter 1981 was reduced to 22 with

an enrollment of 280. A total of 516 individual students took advantage of the program during the 1980-81 school year.

The Title III project was not funded during the 1981-82 year. Dyersburg State will continue the Developmental Studies Program as an integral part of the humanities division. Mr. Dave Strong, developmental studies specialist, has been employed full-time as of October 1, 1981 to teach the reading and communication classes. The Title III project demonstrated the need for developmental classes, and, once funding was discontinued on the federal level, the college assumed the cost.

The media position will be retained on a half-time basis, and this continuity of the program will be retained. The cost of this part-time position will be assumed by Dyersburg State. The decision of the college to continue two vital parts of the program initiated by the Title III grant indicates the value Title III has been to Dyersburg State.

IV. Program Characteristics

A. Information By Program

Development Studies Program

Objectives:

1. To increase participation in developmental studies classes.
2. To improve student success through developmental studies classes.
3. To provide counseling for developmental studies students.
4. To develop and expand the experimental peer-tutor program.
5. To broaden the developmental studies concept beyond basic skills courses.
6. To offer developmental studies courses off-campus.
7. To establish developmental studies courses in traditional disciplines.
8. To measure student reaction to the developmental studies program.

Activities:

First Objective. Over the grant period, enrollment in developmental studies increased approximately three times (see Appendix B). Several factors contributed to this increase. The establishment of a position with responsibility for coordination of the program was essential. The establishment of a Learning Center gave students a place to go to look for help. These factors combined to increase both faculty and student awareness of the program and its goals. These factors contributed immeasurably to the program's success and ensured increased student participation.

Second Objective: The rate of return of students participating in developmental studies fluctuated throughout the period (see Table 1). However, between Fall Quarter 1978 and Fall Quarter 1980, the number of students returning to Dyersburg State during the following Winter Quarter increased from 51 to 138 students. Thus, while the rate of return fluctuated, the actual

TABLE 1

PROFILE OF DEVELOPMENTAL STUDIES STUDENTS

	1978	1979			1980				1981			
	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer
Total-Duplicated	119	59	56	40	127	131	172	142	325	247	209	204
Unduplicated	76	44	32	22	62	85	114	58	208	130	112	66
Minority Students	16	15	6	5	25	25	41	32	77	61	53	10
Receiving Aid	32	23	15	3	40	40	54	7	74	42	31	18

Return Rates

	1979				1980				1981			
	Winter	Spring	Summer	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer	Fall
Total Returned	51	30	10	12	45	69	32	38	138	102	32	39
Developmental Studies	16	12	4	3	25	42	18	25	57	38	9	9
Other Classes	35	18	6	9	20	27	14	13	81	64	23	30
Percent	67	68	31	55	73	81	28	66	66	78	29	60

	1979			1980				1981				
	Spring	Summer	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer	Fall	
Total Returned	37	10	18	9	44	20	58	28	123	25	55	
Percent	49	23	50	41	71	24	51	48	59	19	38	

number of students returning to school after completing developmental studies increased dramatically.

Third Objective. The College Counselor and the Developmental Studies Specialist continued to cooperate effectively. Most entering students were tested, counseled, and placed during orientation. During the Fall Quarter 1981, approximately 330 students were tested; no more than 25 entering students were missed.

The College Counselor and the Developmental Studies Specialist also cooperated in personal and academic counseling for students. Any student with academic difficulties was welcomed at the Learning Center. When purely academic advice was sought, was given immediately. When academic problems were perceived to derive from more complex situations, students were immediately referred to the College Counselor. In several cases, these timely referrals were instrumental in retaining students who might otherwise have dropped.

Fourth Objective. The peer-tutor program was extremely successful (see Appendix C). During the grant period, the number and quality of peer tutors improved considerably. During the final year of the grant period, peer tutors were available in several areareas in the college. Peer tutors were trained in communications techniques using the Carkhuff model. From the Fall Quarter 1980 through the Summer Quarter 1981, peer tutors worked a total of 2,619 hours. A student satisfaction survey indicated overwhelming approval of the program.

An attempt is being made to continue the peer-tutor program on a volunteer basis. So far, this has not been extremely successful, however, over time, it is thought that this volunteer effort may grow.

Fifth Objective. Through the recommendation of the curriculum consultant, the four courses dealing with advanced reading skills in the content areas were combined into one course in advanced reading and study skills (see Appendix D).

Two of the four courses had been offered and had not made. The new course will probably be offered in the Spring Quarter 1982.

Sixtn Objective. As of the end of the grant period, developmental studies was being offered at two off-campus sites. Communications is being offered every quarter at Fort Pillow. Arithmetic and Elementary Algebra are also being offered as needed. At Lake County, a transitional guild has been established. Residents of this guild are involved in a full developmental program (reading, writing, and mathematics) at night. These two programs are expected to continue indefinitely. Other off-campus programs will be established as the opportunities present themselves.

Seventh Objective. This was the least successful part of the program. Though there was some comment on the desirability of such courses, little action was forthcoming. Inertia seemed to doom any efforts to establish such courses.

Eighth Objective. Monitoring of student satisfaction with developmental studies began during the Fall Quarter 1980 (see Appendix E). Reaction to the program was generally favorable. In many cases, it was felt that more classes should be available. This favorable reaction, in addition to increased enrollments, encouraged the college to continue developmental studies beyond the termination of Title III.

Learning Resource Center

Objectives:

1. To produce a series of self-study presentations on specific library skills
2. To publish on a regular basis an educational resources bulletin in conjunction with the librarian
3. To enhance and increase the software collection
4. To develop the library into a fully functioning resources center (LRC)
5. To develop a satellite materials production center for faculty use

6. To develop a career study center

7. To aid in the promotion of the Developmental Studies Program, student recruitment, and institutional promotion

Activities:

First Objective. The first objective for the Learning Resource Center was largely accomplished at the end of the second year; this third year has been devoted to the development of a set of large display posters on the subject of Book Reviews and Author's Biographics. These were placed in the library reading room and checkout desk. They give step-by-step instruction and will be of great benefit to all students, but especially to developmental students (see Appendix F.)

Second Objective. Three issues of the "Educational Resources Bulletin" have been published (see Appendix G). Each edition contains suggestions and information about library and media usage, a listing of new resources, and articles and current events. The "special edition" contained an index of the computer based learning and a complete list of audio tutorial materials acquired through Title III for Developmental Studies. This was marked TO BE FILED for every instructor's future use. The fourth bulletin was not produced because of a time lapse between the loss and replacement of a media specialist.

Third Objective. Much of the software acquisition has already been completed, but a new area of software was pursued. Telecourses, offered in connection with PBS, have been taped off air through the use of a VCR unit purchased through Title III and held on file, as per agreement with PBS, for the use of students to review, or make up for, the telecourses. Additional multiformating was achieved through dubbing to utilize more completely the available A/V hardware.

Fourth and Fifth Objectives. Objectives four and five are interrelated

philosophically and practically as noted in the previous report. Much has been done in this area.

A new 1/2" RCA Video Cassette Recorder and a 19-inch, color television monitor has been purchased with Title III funds. This greatly increases the ability of the library media room to serve student needs. A good deal of research went into the selection of this equipment, which enables the staff to tape off-air on a timer-set recorder and have available to the students the telecourses that are being offered by the college for a total of nine hours of credit. Materials production equipment has been installed, making it possible for instructors to produce such learning resources as slide sound productions, with sync or without, transparencies, laminated and drymounted posters, and visual aids. Time has been spent in individual instruction on the use of this equipment. A large variety of supplies has been purchased that will greatly increase the variety and quality of services and learning resources available and offered by the college for the students.

Sixth Objective. The sixth objective has been achieved and is a functioning reality. The Self Exploratory Career Center (see Appendix H) is stocked with microfiche of college and career materials and a reader. A comprehensive vertical file has been established, and much software has been purchased. Suitable furnishings, such as a magazine stand, poster holder, and bin-type browser, have been purchased and installed. New materials are being added constantly to provide the latest career information. The Center has been located in one section of the reading room and is being utilized by the students with regularity.

Seventh Objective. The seventh objective was achieved largely through the development of a series of brochures (see Appendix I) promoting various programs of study to improve student information and aid in recruitment. Institutional promotion was developed through the use of brochures, posters,

and newspaper articles. With permission, copies were duplicated of taped and auto-tutorial material for the increased use of the developmental studies students. Posters were also used to interest these students. Financial aid is being promoted through the development of a new and more desirable cover for the handbook.

In addition to the objectives and activities already mentioned, much work has been done to improve the control and flow of A/V equipment in the following areas:

Equipment Management. A recommendation for media policies was developed. This was undertaken after much consideration of the needs of the faculty and students and the supply of A/V hardware available. Instructors were interviewed to determine the best methods to serve their needs and avoid unnecessary conflict. At in-service orientation, copies of these recommendations were given to each fauculty member, and favorable response has been noted (see Appendix J).

Location of Manual Files. After a thorough search of the materials and some correspondence with manufacturers, the manuals of all the hardware have been located and filed. In some cases they have been photocopied, and the copies have been attached to the equipment to prevent bad handling and promote user care.

Equipment Repair. Several pieces of A/V hardware and video and VCR equipment that were out of order have been repaired and are now in service. Some time has been spent in locating and arranging for local service and repair of the video equipment. This is very important because, due to the very limited supply, equipment cannot be sent great distances for long periods of time without a real loss of service.

Equipment Control. A visual equipment control board with color-coded cards has been established and is in working order. This will result in an easier and

more thorough check-out of A/V. In addition, the equipment control book, which houses all of the necessary information on each piece of hardware, has been brought up to date, and the equipment has been inventoried.

Community Service. Various services, such as high speed duplicating, transparency making, and audio visual usage, have been made available to the high school and the public. The media specialist has assisted the Dyersburg Arts Council in designing logos, posters, and displays. One of these displays, a memorial to an early community band leader, has led to a scholarship in the Music Department for a deserving music major in need of financial help. Another effort in which the media specialist assisted was a public service slide/poetry reading that will travel over the state.

Computer-Assisted Instruction

Objectives:

1. To implement the CAI Program
2. To develop an efficient CAI Package for the developmental studies area
3. To expand the use of the CAI Program to other disciplines

Activities:

First Objective. To implement the CAI Program. During the year, individual teachers have required that students make use of the CAI packets in Accounting, Data Processing, Developmental Studies, and Mathematics. The total number of hours used by students in the program was 485. The CAI specialists worked with individual teachers in instructing them in designing information for the CAI program.

The vocabulary module was developed by the Developmental Studies Specialists and is in the process of being converted to the computer.

Second Objective. To develop an efficient CAI package for the Developmental Studies Program. In the CAI Center, modules are available in reading, communications, mathematics, and study skills. Some of the modules were

acquired from other sources, screened for applicability to DSCC, and transferred to disks for use. Other testing modules were developed and are in the process of being stored in the college system.

The Nursing Department decided to produce a module to assist students in preparing for and being successful in testing. A list of all possible questions with answers was prepared on cards. Then the questions were transferred to disks. Students have access to the program at any time for review and study purposes. All students are instructed in how to gain admittance to the program, and, after two sessions at the terminal, they do not require further assistance.

Third Objective. To expand use of the CAI program into other disciplines. This objective was met but not to the extent to which it should have been successful.

The modules in preparation by two areas of the college were never completed. Some work was done, but faculty members did not have the time required to complete the program before the project ended. Even though the project has ended, encouragement will be used to help faculty members continue the work and build the CAI capabilities for DSCC.

In those classes where the CAI modules were used, all students were required to participate. Once the initial reluctance was overcome, students' objection was not met to the satisfaction of the Project Director. The fact that four people held the position during the two-year span of the project did not ensure a very high degree of success.

This program component proved to be of lasting benefit to the college and its academic program. The terminals purchased through the grant are located in the library, student services areas, and development skills laboratory. They are used constantly, and the success students have in these areas helps to overcome mutual reluctance to use the computer as a teaching tool. Teachers

have become familiar with the information in teaching areas and are looking for additional modules to be acquired. There is also an incentive to develop personalized information for classwork by teachers.

Contribution of various persons and resources

People most directly involved with the Title III program were those employed as a result of the grant. The Project Director assumed the responsibility for the total direction and coordination of the project. All phases of the college were involved in the planning of the program. The chairmen of the various divisions, members of the student personnel staff, and Title III personnel were appointed to a Developmental Studies Committee. Members of the committee and duties of the committee are included with this report (see Appendix K).

Personnel from all areas of the college are involved in the implementation of the project. The librarian taught two classes that were especially designed for developmental studies students who had little familiarty with the library: (1) in library arrangement and (2) skills involved in using the library. The student services stff helped in the peer-tutoring program by assisting students with counseling sessions, training sessions, and by providing a counselor to teach developmental psychology classes in motivational adjustment. Administrative offices provided support in all areas.

The teaching faculty were a vital link in the success of the program. After the initial testing was accomplished, faculty members were furnished with student profiles of each advisee. Included in the profile were recommendations from the Developmental Specialist and Counselor about developmental courses for which the student would benefit. Faculty members encouraged students to enroll in the recommended courses. Without the proper encouragement from the academic advisors, the program could not have been successful. Faculty and staff realize the tremendous benefit the Developmental Studies Program has been to students.

Students who have completed prescribed courses in developmental studies appear to have better study habits and attitudes than they previously exhibited.

The three consultants from Middle Tennessee State University were extremely helpful in each of the on-campus visits. By spending time with a campus counterpart from each established program, project personnel gained valuable ideas, and potential pitfalls were avoided. Sources for materials, directions for future expansion, and contacts with other types of resources were provided. Title III personnel were again encouraged to attend the annual statewide Basic Skills Conference held in Tennessee. Dave Strong, Developmental Studies Specialist, was elected Vice-president of the Conference for the 1981-83 term.

The Business Office has contributed much to the success of the program. By monitoring expenses, submitting reports, and providing information about aid in the financial aspects of the project, its personnel have been very helpful in overall effectiveness.

The Developmental Studies Program is supported campuswide and is very well received. All faculty and staff appreciate the potential of the program in its contribution to students' success and their development of a healthy self-concept.

Contribution of the programs to institutional development and long-range goals

The contribution made by the Title III programs to the development of the institution and to the fulfillment of long-range goals has been significant. Dyersburg State is a community college with a four-point mission, one of which is to provide developmental study skills for students who need help in achieving success in the academic setting. Many of the students are first generation college students who are living in an educationally deprived area and need help, encouragement, self-confidence, and motivation, all of which are provided by the Developmental Studies Program.

Individual attention, counseling, and study skill development are provided

to those students who have the greatest need of these services. By providing students supportive types of activities during the first few quarters when they need such help, the college encourages them to remain in the institution. Relationships are established among students and members of the faculty, Title III personnel, or counselors that provide support during the remainder of the students' enrollment. Assisting students to continue their education helps to raise the educational level of the entire area and, thus, is a direct contribution to long-range goals.

Through the testing program established in the Developmental Studies Program, all freshmen are tested in reading and mathematics. The placement of students in classes with instruction more consistent with individual skills and aptitudes has resulted in significant gains in the reading levels that are necessary for success in most academic courses. The testing program has built faculty support for the program because students are assisted to be more academically prepared before enrolling in regular credit classes.

The Learning Resource Center has provided expanded opportunity for participating students to have access to, and use of, multi-media learning materials, as well as the traditional resources of the library. Faculty have had the added advantage of being able to obtain reproduction of teaching materials through the Satellite Materials Production Center. This has appreciably increased the utilization of media materials and other resources provided by the Center.

The Computer-Related Education component has provided many individual study modules that allow a student to become familiar with the computer and gain needed information about academic courses concurrently. This area provides an incentive for students to enter the technological job-training programs by reducing the fear of failure. Many students, after completing developmental studies classes in which modules are available, have enrolled in the computer

technology courses to prepare for a career in related fields.

Improving the economic conditions of individuals in the area contributes to the fulfillment of the overall mission and long-range goals of institution. The success attained by high-risk students encourages other individuals to hope that a similar success awaits them. The efforts of Dyersburg State to serve the adult population of the service area are greatly improved because success breeds success. Continuous efforts are made to improve the services offered to the adult population and to ensure success in as many areas as possible. The Computer-Related Education Program and the Development Studies Program have functioned as a unit to provide the additional special component to aid Dyersburg State in fulfilling its mission as a community college.

Institutional commitment

The commitment of Dyersburg State to the Developmental Studies Program and its importance on the campus is evident in each area of the college. Assistance from all phases of the campus was necessary to provide the motivation for students to participate in the program and remain in school. The faculty and staff have demonstrated their commitment by being willing to participate in curriculum development, assisting in committe assignments, participating in academic counseling, being a part of the teaching of classroom skills improvement, and sharing office and classroom space. Faculty members have consistently supported the testing recommendations made by the Counselor and Developmental Studies Specialist. As student advisors, faculty have diligently attempted to advise students to enroll in needed skills class. They have allowed class time for testing sessions by the Counselor for those students who did not attend orientation and have spoken in positive terms about the program, its staff, and the results.

Support by the administration, including the President and Deans, is provided in assistance in solving problems, providing verbal reinforcement, and

giving visibility to the program in meetings and reports. The President and Academic Dean are made aware of the activities, goals, and objectives of the program by the Project Director. Informal discussion, request for assistance, and short briefings are continuous means of communicating throughout the campus. Excellent rapport exists on the campus, and the lines of communication will be kept open. Funding for the Title III project for the coming year was not forthcoming. A decision was made by the administration to maintain the Developmental Studies Specialist as a teaching faculty member on a twelve-month contract. He will be responsible for the orientation and testing of freshmen, teaching reading and communication classes, and serving as liaison to the off-campus developmental class in both regional prisons.

The media specialist position will be maintained on a part-time basis. Because of budget restrictions, there is no money available for new positions at the college. The media specialist is currently teaching part-time in the art department and will continue part-time in the media center. Both of these positions will provide continuation of a much needed and very effective service for Dyersburg State. The President is responsible for signing all formal agreements pertaining to the project.

Unmet objectives and program weaknesses

All of the program objectives of the Developmental Studies Program have been met to some extent. Enrollment has increased as has student participation in the program. Student success rate, as indicated by return rates, has improved. Coordination between the College Counselor and the Developmental Studies Specialist has assured improved placement and more adequate counseling contacts for students. The established peer-tutor program has expanded and has had much impact on the campus. New courses have been added to the catalog that go beyond the basic skills courses presently offered. Developmental studies

courses are now being taught each quarter at Fort Pillow State Farm and the correctional facility at Tiptonville.

Unmet objectives of the Title III project within the learning resources area are partially discussed in the objectives and activities narrative. In each case, unmet or partially met objectives for the Title III program can be explained in part by the change in personnel during the grant period. There have been two media specialists and three CAI specialists hired during the two-year period. In each case, the individuals left to take positions either more lucrative or which provided more upward mobility. It is gratifying to realize that Title III personnel were recognized as possessing those characteristics that make them extremely desirable employees, but it creates problems within the program to be constantly training new people to perform the duties and responsibilities required of the program.

As an indication of the tremendous response to the program, the Media Specialist has become very busy working with the faculty in the production of materials as teaching tools. Many different types of media presentations were developed under the supervision of the instructor for use in the classroom. Posters, transparencies, and slide presentations were prepared for porcelain art, music, American History, and developmental studies to augment the existing program. Under the direction of the Media Specialist, a tremendous increase in the use of services has been seen in six months.

This year has proven to be a very successful and exciting year for the Title III program. The Learning Center concept was expanded, developed, and made more accessible to students. Students drop by to receive help with the expectation of having their needs met. The reading classes scheduled for Fall Quarter 1981 were TBA (to be announced), and each student arranged his/her own time to be in the Center. This certainly provided needed flexibility for the program. Students are able to get academic help at the point of need rather

than having to wait until the beginning of a new quarter. The needs of students with more complex learning problems are being addressed because some students are incapable of going beyond certain academic achievements without additional help.

A. Selection criteria and number of persons benefiting

The selection and placement criteria for students are described in the "Suggested Guidelines for Entry in Developmental Studies Courses" (see Appendix L). This handout was distributed to each faculty advisor along with results of the test for each advisee. The advisors were then able to advise the student of test results and the suggested courses in which to enroll.

One measure of the success of the program can be seen in the unduplicated headcount enrollment and credit hours produced during the Fall Quarter 1981.

B. Student services: number/percentage of low-income and minority served

Table 2 shows the total enrollment and the number and percentage of minority and disadvantaged students in developmental classes held from Fall Quarter 1978 through Summer Quarter 1981. The table indicates not only the growth in enrollment in developmental classes from 1978-79 through 1979-81, but also the increase in the percentage of minorities as a part of the total enrollment during that period and a slight decline in the percentage of minorities as a part of the total enrollment during that period.

C. Curriculum development: areas and processes

Three curriculum changes have been initiated with respect to the Developmental Studies Program. The first involves a change in the college grading system. In order to give more flexibility to instructors in the various developmental studies courses, a new grade was initiated that "is a nonpunitive grade and indicates that the student has not completed a course." With this new grade, a course is considered in progress and the student is

TABLE 2

MINORITY AND DISADVANTAGED STUDENTS
IN DEVELOPMENTAL CLASSES

Quarter	Total Enrollment (N=491)	Number and Percentage Minorities (N=172)		Number and Percentage Disadvantaged (N=186)	
	N*	N	%	N	%
Fall Quarter 1978	76	16	21.05	32	42.10
Winter Quarter 1979	44	15	34.09	23	52.27
Spring Quarter 1979	32	6	18.75	15	46.88
Summer Quarter 1979	22	5	22.72	3	13.64
Fall Quarter 1979	62	25	40.32	40	64.52
Winter Quarter 1980	83	35	42.17	36	43.37
Spring Quarter 1980	115	41	35.65	34	29.57
Summer Quarter 1980	57	30	52.63	3	5.26

Quarter	Total Enrollment (N-516)	Number and Percentage Minorities (N=201)		Number and Percentage Disadvantaged (N=165	
	N	N	%	N	%
Fall Quarter 1980	208	77	37	74	36
Winter Quarter 1981	130	61	47	42	32
Spring Quarter 1981	112	53	47	31	28
Summer Quarter 1981	66	10	15	18	27

*The Total enrollment for 1978-1979 was 174; for 1979-80, 317.

allowed to continue his course work without penalty. No credit is given with this grade.

The second change involved reading courses that were added to the catalog. These courses employ the use of reading and study skills in the different content areas and will be taught parallel with appropriate content area courses. These courses are intended to be extremely practical, and materials from the parallel courses will be used as a base for course work.

The third curriculum change involved the consolidation of all existing reading courses into three courses (pages 132-33, Catalog). With the advice of Dr. Berry from the assisting agency, it was determined that three courses, entitled basic, intermediate, and advanced reading and study skills, would make available a three-quarter sequence that would fulfill the needs of the most needy students. It would allow for more flexible scheduling that would benefit the students.

All changes were initiated and approved through regular college channels. Input was sought from instructors, and the Instructional Council acted on the changes before they were incorporated into the college catalog.

D. Faculty development

A different approach was taken this year in relation to faculty development. Because the program was well established, a decision was made to move away from total faculty group sessions to smaller, more intense divisional sessions. Each of the three specialists scheduled time at a division meeting. At these meetings there was a sharing about objectives, acquisitions, new equipment, and other pertinent information. Private sessions were then scheduled and held with individual faculty members concerning projects to be completed and/or information needed. Both Title III personnel and faculty reported more satisfaction and greater progress made through the smaller development activities.

V. Budget Categories

A. Federal and Total cost for each program participant

By agreement with the project funding agency, the costs of the two programs operated by Dyersburg State Community College with Title III funds are combined. It is necessary to realize that, because only one section of the project is designed to reflect student involvement, the cost per participant may be inflated. The Learning Resource Center and Computer-Related Education benefited all of the students on the campus and the community as well. As the Learning Resource Center began to reflect its improved capacity, additional use by all phases of the campus community was evidence. The CAI modules were also used by both students and non-students as people sought to gain information at their own pace and in their leisure time. Other services were expanded and made available to the entire campus population through the peer-tutoring component, counseling services, the orientation program, and the career center.

Based on the conditions described and the nature of the programs in the Title III grant, the costs per participant for the Developmental Studies Program were as follows:

	TOTAL COST	COST PER PARTICIPANT
Federal	$ 108,398.31	$ 210.07
Institutional	48,344.00	93.69
Total (Federal & Institutional)	156,742.31	303.76

This is less than the cost per student in the previous year's budget. The increased student involvement has reduced the cost per participant signif-icanly.

B. Major Budget Revisions

During the 1979-80 project year approximately $23,000 in salaries was not utilized. A continuation grant for $18,000 was applied for and received. The

grant included specific projects which were completed during the 1980-81 year (see Appendix M).

C. Expenditure of Title III Funds

The preliminary estimate of expenditures and obligations of Title III funds to Dyersburg State Community College shows that approximately $108,398.31 of the total grant was utilized during 1980-81. The approximately $10,000 non-utilized funds reflect the savings in unused salaries that resulted in personnel not being employed at the beginning of the year. The Media Specialist left in July and the position went unfilled to February. The CAI Specialist position changed twice during the year, and some vacant time resulted from the changes.

A continuation of funds request was granted from the Grants Procurement Management Division for a time extension in which the $18,000 was to be used in the project year 1980-81. This $18,000 greatly enhanced the operation of the program and is reflected in the total figure of $108,398.31.

D. Institutional share of total project cost

The institution was not required by the funding agency to maintain an accounting for expenditures by program. Consequently, the cost data below represent the estimated combined cost for the two programs in the project during 1980-81.

	Dollars	Percent
Federal Cost	$108,398.31	69%
Institutional Cost	48,344.00	31%
Total Cost	$156,742.31	100%

E. Itemized Federal and non-Federal cost

The combined estimated cost of the two programs comprising the project in 1980-81 are itemized for Federal and institutional support below:

	Federal	Institutional	Total
Salaries	$55,914.49	$35,544.00	$91,458.49
Travel	1,310.54	210.00	1,520.54
Fringe Benefits	12,064.19	9,952.00	22,016.19
Equipment	13,021.19	-0-	13,021.19
Supplies	14,594.84	2,638.00	17,232.84
Contracts	7,453.56	-0-	7,453.56
Peer-Tutors	4,039.50	-0-	4,039.50
Totals	$108,398.31	$48,344.00	$156,742.31

F. Costs of assisting institutions

The external evaluation of the Dyersburg State Community College Title III Basic Project was conducted by Memphis State University serving as the evaluating institution. The other assisting institution was Middle Tennessee State University. The itemized costs and total costs for the services of the assisting institutions were as follows:

	MTSU	MSU
Personnel	$1,575.00	$3,673.00
Staff Benefits	394.00	896.00
Travel	591.26	180.00
Other (Telephone & Supplies)	-0-	144.00
TOTAL	$2,506.26	$4,893.00

G. Plans to continue Title III program elements without Federal funds

Plans to continue the Title III programs have been implemented because there is no federal funding for 1981-82. The developmental studies classes were integrated into each division, and Dyersburg State is using other resources from the institution to assure that the program continues.

The Developmental Studies Program for the two regional prisons has been expanded. Because more and more individuals realize that the basic thrust of the Developmental Studies Program is not remediation but a supplementing program, the enrollment in the program will continue to grow. Dyersburg State will continue to maintain efforts to increase enrollment both in the Developmental Studies Program and throughout the college.

The Learning Resource Center has benefited greatly from material acquisitions made possible by Title III funds. In-house publications initiated under the grant will be continued beyond the life of the grant. The individual instruction acquisitions will continue to be of use to individuals long after the expiration of the grant. Expertise gained by the faculty in the use of equipment, and other developments in the library, will remain of undetermined value to the institution and will be continued and incorporated into the total institutional structure. The demonstrated value of the services gained will ensure the continuation of the activities.

The Computer-Related Education program will continue to be an escalating part of the services of the institution. The initial phase of faculty orientation and acceptance has been completed, and now, with more involvement and support by faculty and staff, the use of CAI will increase.

VI. Recommendations and Conclusions

A. Overall impact of Title III on the institution

The Title III Project was designed to produce both an immediate and long-range impact on Dyersburg State Community College. The evidences of the immediate impact are seen in the proliferation of courses, the increased participation of students in campus classes, the offering of classes in off-campus locations, the willingness of faculty to advise students about the services and activities of the Title III personnel, and the cooperation offered throughout all parts of the college to the program. There has been an increased commitment by the faculty to the philosophy of the community college that all students deserve an opportunity to increase their learning. Members of the faculty and staff have developed a keener awareness of the needs of students and now are more likely to recommend help for students whom they perceive to be in areas in which they have academic difficulty.

The Title III program has enabled the administration to provide services that previously had not been available for students in the developmental studies area. The Learning Resource Center has developed greater capabilities for service to students through acquiring material and equipment and the establishment of the Media Specialist position. The long-range impact in this area is evident in that students in future years will benefit from the capabilities generated by these improvements.

Retention of students is a prime target of Dyersburg State. Traditionally, students who have been academically deficient have dropped out their first year. These high-risk students are targeted for developmental studies classes. The expectation was that, with an increased chance of success, their retention rate would increase.

During the 1979-80 school year, 317 students took advantage of one or more developmental studies classes. The Fall Quarter 1980 showed that 38 (or 66 percent) of those students returned. During the 1980-81 school year, 516 students took advantage of one or more developmental studies classes. In the Fall Quarter 1981, 39 (60 percent) returned to the college for classes. The slight percentage decrease in retention rate is evidence of the stability of the program. The maintaining of this retention rate is highly desirable and will be a goal toward which the college will work.

B. Specific input of each program

The Developmental Studies Program has been characterized by an increased responsiveness to student needs. Improved testing and counseling procedures have resulted in better placement of students. The expanding role of peer-tutors has meant more availability of academic help. Expansion of the Developmental Studies Program to off-campus locations has meant that more people are being taught. The new grading system has increased flexibility. All of these factors have resulted in a stabilized retention percentage and a larger enrollment for the Developmental Studies Program, which is reaching many more students and is, thus, influencing overall campus goals. Developmental studies are contributing to the accomplishment of the college's mission by increasing the flexibility of the college's response to student needs and influencing the overall impact of the college on the community.

C. Recommendations and conclusions

Developmental studies must expand into several new areas in order to be better able to meet individuals student needs. Greater flexibility

needs to be built into the developmental studies courses presently being offered at Dyersburg State. Students need to be able to obtain academic help at the time of need for specific problems that exist. An expanded learning center should be developed to provide a place where students can get immediate individual help when needed. The peer-tutor program should be continued and should cover all of the areas of college instruction. Developmental studies should have an expanded capability to cope with students having special problems, such as having to attend night school. An improved testing capability built into the program would provide possibilities for developing more specific information about students. These program improvements will expand the ability of personnel in the Developmental Studies Program in accomplishing the program's goals within the framework of the overall mission of the college.

D. Exit interview on conclusions and recommendations

The external evaluators conducted an exit interview with representatives of Dyersburg State Community College to discuss the conclusions and recommendations in the evaluation report. The institutional representatives included the project personnel and administrative personnel of the institution.

APPENDIX A

JOB DESCRIPTIONS AND POSITION ANNOUNCEMENTS

JOB DESCRIPTION

MEDIA SPECIALIST

Responsibilities:

The media specialist is responsible for promoting and assisting in the preparation of individual learning packets and/or modules using audio visual materials.

The media specialist conducts workshops, seminars and individual training sessions for faculty in the utilization and potential of different types of audio-visual materials and equipment.

The media specialist must communicate effectively with both faculty, students and the general public. Scripts are written for press releases, radio spots, service announcements, bulletins, and brochures concerning developmental studies.

The media specialist assists the Head Librarian in the operation and maintenance of the audo-visual equipment.

Requirements:

Good communications skills, both oral and written

Artistic and graphic skills

Knowledge and skill in A - V equipment

B.A. minimum, M.A. preferred.

JOB DESCRIPTION

CAI SPECIALIST

(Federally funded position - Continuation of position based on availability of additional fundings.)

Minimum Requirements:

Working knowledge of BASIC language

Ability to work well with a variety of people and to teach them to become self-sufficient in running programs to meet their needs.

Good character, mature attitude, and a stable personality.

Job Duties and Responsibilities:

Total responsibility for authoring in BASIC package.

Includes implementation, revision, and interface with training users.

Performing installation operations as needed.

Interface with users in optical scanner operations.

Participate in installation reporting functions, such as statistics gathering, revision of 5-year plan, etc.

Participate in installation standards: development, implementation, and revision

Write/modify programs as defined and directed by systems analyst.

APPENDIX B

ENROLLMENT, DEVELOPMENTAL STUDIES PROGRAM FALL QUARTER 1978 TO WINTER QUARTER 1981

FALL QUARTER 1978

119 Total Students (Duplicated)
76 Total Students (Unduplicated)
16 Minority Students
32 On Financial Aid
16 Returned Winter "79" to a D.S. class
35 Returned Winter "79" to a non-D.S. class
51 Overall return to Winter "79"
67% Percentage of return to Winter "79"
3 Returned to school Spring "79" but not Winter "79"
34 Returned to school Spring "79" also Winter "79"
37 Overall return to Spring "79"
49% Percentage of return to Spring "79"

WINTER QUARTER 1979

59 Total Students (Duplicated)
44 Total Students (Unduplicated)
15 Minority Students
23 On Financial Aid
12 Returned Spring "79" to a D.S. class
18 Returned Spring "79" to a non-D.S. class
30 Overall return to Spring "79"
68% Percentage of return to Spring "79"
0 Returned to school Summer "79" but not Spring "79"
10 Returned to school Summer "79" also Spring "79"
10 Overall return to Summer "79"
23% Percentage of return to Summer "79"

SPRING QUARTER 1979

56 Total Students (Duplicated)
32 Total Students (Unduplicated)
6 Minority Students
15 On Financial Aid
4 Returned Summer "79" to a D.S. class
6 Returned Summer "79" to a non-D.S. class
10 Overall return to Summer "79"
31% Percentage of return to Summer "79"
9 Returned to school Fall "79" but not Summer "79"
7 Returned to school Fall "79" also Summer "79"
18 Overall return to Fall "79"
50% Percentage of return to Fall "79"

SUMMER QUARTER 1979

40 Total Students (Duplicated)
22 Total Students (Unduplicated)
5 Minority Students
3 On Financial Aid
3 Returned Fall "79" to a D.S. class
9 Returned Fall "79" to a non-D.S. class
12 Overall return to Fall "79"
55% Percentage of return to Fall "79"
0 Returned to school Winter "80" but not Fall "79"
9 Returned to school Winter "80" also Fall "79"
9 Overall return to Winter "80"
41% Percentage of return to Winter "80"

FALL QUARTER 1979

127 Total Students (Duplicated)
62 Total Students (Unduplicated)
25 Minority Students
40 On Financial Aid
25 Returned Winter "80" to a D.S. class
20 Returned Winter "80" to a non-D.S. class
45 Overall return to Winter "80"
73 Percentage of return to Winter "80"
41 Returned to school Spring "80" also Winter "80"
3 Returned to school Spring "80" but not Winter "80"
44 Overall return to Spring "80"
71% Percentage of return to Spring "80"

WINTER QUARTER 1980

131 Total Students (Duplicated)
85 Total Students (Unduplicated)
25 Minority Students
40 On Financial Aid
42 Returned Spring "80" to a D.S. class
27 Returned Spring "80" to a non-D.S. class
69 Overall return to Spring "80"
81% Percentage of return to Spring "80"
18 Returned to school Summer "80" also Spring "80"
2 Returned to school Summer "80" but not Spring "80"
20 Overall return to Summer "80"
24% Percentage of return to Summer "80"

SPRING QUARTER 1980

172 Total Students (Duplicated)
114 Total Students (Unduplicated)
41 Minority Students
34 On Financial Aid
18 Returned Summer "80" to a D.S. class
14 Returned Summer "80" to a non-D.S. class
32 Overall return to Summer "80"
28% Percentage of return to Summer "80"
38 Returned to school Fall "80" but not Summer "80"
20 Returned to school Fall "80 also Summer "80"
58 Overall return to Fall "80"
51% Percentage of return to Fall "80"

SUMMER QUARTER 1980

142 Total Students (Duplicated)
58 Total Students (Unduplicated)
32 Minority Students
___ On Financial Aid
25 Returned Fall "80" to a D.S. class
13 Returned Fall "80" to a non-D.S. class
38 Overall return to Fall "80"
66% Percentage of return to Fall "80"
31 Returned to school Winter "81" but not Fall "80"
25 Returned to school Winter "81" also Fall "80"
28 Overall return to Winter "81"
48% Percentage of return to Winter "81"

FALL QUARTER 1980

325 Total Students (Duplicated)
208 Total Students (Unduplicated)
77 Minority Students
74 On Financial Aid
57 Returned Winter "81" to a D.S. class
81 Returned Winter "81" to a non-D.S. class
138 Overall return to Winter "81"
66% Percentage of return to Winter "81"
7 Returned to school Spring "81" but not Winter "81"
116 Returned to school Spring "81" also Winter "81"
59% Percentage of return to Spring "81"

WINTER QUARTER 1981

24% Total Students (Duplicated)
130 Total Students (Unduplicated)
61 Minority Students
42 Financial Aid
38 Returned Spring "81" to a D.S. class
64 Returned Spring "81" to a non-D.S. class
102 Overall return to Spring "81"
78% Percentage of return to Spring "81"
0 Returned to school Summer "81" but not Spring "81"
25 Returned to school Summer "81" also Spring "81"
25 Overall return to Summer "81"
19% Percentage of return to Summer "81"

SPRING QUARTER 1981

209 Total Students (Duplicated)

112 Total Students (Unduplicated)

53 Minority Students (47%)

31 On Financial Aid (28%)

9 Returned Summer "81" to a D.S. Class

23 Returned Summer "81" to a non-D.S. class

32 Overall return to Summer "81"

29% Percentage of return to Summer "81"

49 Returned to School Fall "81" but not Summer "81"

55 Returned to school Fall "81" also Summer "81"

55 Overall return to Fall "81"

38% Percentage of return to Fall "81"

SUMMER QUARTER 1981

204 Total Students (Duplicated)

66 Total Students (Unduplicated)

10 Minority Students (15%)

18 On Financial Aid (27%)

9 Returned Fall "81" to a D.S. class

30 Returned Fall "81" to a non-D.S. class

39 Overall return to Fall "81"

19% Percentage of return to Fall "81"

APPENDIX C

PEER-TUTORING PROGRAM

Spring 1981

EVALUATION OF PEER-TUTOR PROGRAM

Talley Sheet

1. Please indicate if you are: 11 a. Student

1 b. Teacher

2. If you are a student indicate class standing: 7 a. Freshman

1 No Answer 4 b. Sophomore

3. Write in the course in which you received tutoring (if a teacher, write in the course(s) for which you had a tutor).

____ Typing	____ Reading
____ Shorthand	____ No answer
____ Basic Programming	2 Chemistry
____ Electronics	____ Elementary Algebra
____ Psychology	____ Study Lab
6 Math	____ Physics
____ Health	____ Biology

4 No Answer

4. Indicate your present grade-point average (if unknown, leave blank):

0 a. Less than 2.00	2 c. 2.50 - 2.99	1 e. 3.50 - 4.00
2 b. 2.00 - 2.49	1 d. 3.00 - 3.49	6 f. No Answer

5. What grade did you expect to get in this course before being tutored?

0 a. A	4 c. C	2 e. F
0 b. B	3 d. D	3 f. No Ans

6. What grade do you expect to get in this course as a result of being tutored?

2 a. A	2 c. C	____ e. F
5 b. B	____ d. D	3 f. No Ans

7. Do you feel peer-tutors were helpful?

7 a. very helpful 5 b. helpful ____ c. Not helpful

8. Were peer-tutors interested in what they were doing?

7 a. very interested 5 b. interested ____ c. not interested

9. Did peer-tutors approach their task with enthusiasm?

8 a. very enthusiastic 4 b. some enthusiasm ___ not enthusiastic

10. Did peer-tutors seem concerned with students' academic problems?

9 a. Very concerned 3 b. some concern ___ c. not concerned

11. Did peer-tutors know course material adequately enough to be helpful?

12 a. Yes ___ b. No

12. Did peer-tutors seem ready to help students at any time including times other than those scheduled?

12 a. Yes ___ b. No

13. Were peer-tutors well informed about course requirements and could they explain those requirements adequately?

12 a. Yes ___ b. No

14. Were peer-tutors always well prepared for scheduled tutoring sessions?

12 a. always ___ b. sometimes ___ c. never

A. LIST THE WEAKNESSES OF THE PEER-TUTOR PROGRAM.

1. No answer.
2. No answer.
3. None.
4. Not publicized enough (that is schedules)
5. Let more students know that peer-tutoring is available.
6. None that I know of.
7. No answer
8. None
9. No answer
10. None I know of.
11. No answer
12. No comment.

B. LIST THE STRENGTHS OF THE PEER-TUTOR PROGRAM.

1. Help you to understand the material better more individual attention.
2. Individual or small class instruction, more attention. Very helpful.
3. Help you reach your goal. Help you in weak areas.
4. Very helpful, gave better understanding
5. No answer
6. It help student to get on the right track in the course and give them a closer look at the subject. It also give the student help he needs when a instructor may be busy with another class or not available.
7. No answer
8. Help student that learn slow to catch up, give student additonal study time, tutor are alway available
9. No answer
10. being prepared, being on time, willing to help.
11. No answer
12. No comment.

C. LIST WAYS IN WHICH THE PEER-TUTORING PROGRAM COULD BE IMPROVED.

1. Need more tutor's keep groups small
2. Keep groups small. Need more tutors per subject.
3. With more teaching material, tpaes, an video material.
4. publicized it more in the school classrooms
5. No answer
6. maybe a few more tapes or slide films in more subjects.
7. No answer
8. make a manitory session for student failing
9. No answer
10. More than one peer-tutoring in one classroom, so everybody don't have to wait in line to get waited on
11. Sometime you have four or more students ahead of you and you dcn't have time to wait.
12. don't really know.

EVALUATION OF PEER-TUTOR PROGRAM
TALLY SHEET
WINTER 1981

1. Please indicate if you are:
   28 a. Student 0 No Answer
   2 b. Teacher

2. If you are a student indicate class standing: 20 a. Freshman 2 No Answer
   8 b. Scphomore

3. Write in the course in which you received tutoring (if a teacher, write in the course(s) for which you had a tutor).

Typing	4
Business Courses	2
Shorthand	3
History	1
English	3
Psychology	2
Biology	3
Basic Programming	4
Elementary Algebra	4
Math	4

4. Indicate your present grade-point average (if unknown, leave blank):
   0 a. Less than 2.00 3 c. 2.50 - 2.99 4 e. 3.50 - 4.00
   0 b. 2.00 - 2.49 7 d. 3.00 - 3.49 16 No Answer

5. What grade did you expect to get in this course before being tutored?
   3 a. A 7 c. C 0 e. F
   10 b. B 4 d. D 6 No Answer

6. What grade do you expect to get in this course as a result of being tutored?
   12 a. A 4 c. C 0 e. F
   9 b. B 0 d. D 5 No Answer

7. Do you feel peer-tutors were helpful?
   23 a. very helpful 7 b. helpful 0 c. not helpful 0 No Answer

8. Were peer-tutors interested in what they were doing?
   25 a. very interested 5 b. interested 0 c. not interested
   0 No answer

9. Did peer-tutors approach their task with enthusiasm?
   23 a. very enthusiastic 7 b. some enthusiasm
   0 c. not enthusiastic 0 No answer

10. Did peer-tutors seem concerned with students' academic problems?
    24 a. very concerned 5 b. some concern
    0 c. not concerned 1 No answer

11. Did peer-tutors know course material adequately enough to be helpful?
    30 a. yes 0 b. no 0 No Answer

12. Did peer-tutors seem ready to help students at any time including times other than those scheduled?
    30 a. yes 0 b. no 0 No Answer

13. Were peer-tutors well informed about course requirements and could they explain those requirements adequately?
    30 a. yes 0 b. no 0 No Answer

14. Were peer-tutors always well prepared for scheduled tutoring sessions?
25 a. always 4 b. sometimes 0 c. never 1 No Answer

15. Answer the following items in the space provided. Use the back of the sheet if more space is needed.

A. List the weaknesses of the peer-tutor program.

1. Blank
2. Don't know any.
3. None
4. Blank
5. Blank
6. Blank
7. Blank
8. Blank
9. Blank
10. Blank
11. Can't always schedule a time to meet.
12. Blank
13. I think there could be more time scheduled for them.
14. Blank
15. The weakness I feel is, there's not enough tutors.
16. Blank
17. None
18. Blank
19. Not enough of them
20. There is none
21. I sometimes need to see them in morning but they have class and I can't get help because of time conflict in our schedules.
22. Not enough tutors - need more in accounting - survey mathematics
23. In my subject I found no weakness
might be some weakness if tutor did not have the subject or know anything about it.
24. Needs more tutors in different areas
25. The study room is not open at all hours because classes are sometimes being held.
26. not enough tutors, not enough students taking advantage of the program
27. need more time to help student
28. There are some students who need help and there isn't a tutor available at the particular time the student is able to work
29. none

B. List the strengths of the peer-tutor program.

1. This is a good program, for students will usually open up more with someone near their own age.
2. Anyone needing help with work knows that someone is willing to help
3. Blank
4. Blank
5. help to make matters understandable
6. Blank
7. it helps students to get the outside help they really need.
8. Blank
9. Blank
10. it makes the difference between passing or failing
11. Blank
12. they really do help a student over the rough spots
13. Blank
14. Blank
15. Blank
16. well prepared, knowledge of material, helpful to student
17. Blank
18. it helps the students a lot
19. it is very strong because a student can relate to a student
20. she always here and she very helpful
21. well it helped me to understand psychology chapters better
22. it was good for me it helped me review
23. very helpful, in that tutor was very concerned and interested, she knew alot
24. about the subject, and reviewed chapters even better than the instructor
25. helps improve grades
26. Blank
27. Blank
28. help you bring up grade
29. provides academic help for inadequately prepared students
30. it really enhances the grade of the student who may not be able to make it alone
31. very helpful makes it helpful, I couldn't make it without her, she bends over backwards to help me

C. List ways in which the peer-tutoring program could be improved.

1. It could be improved in some areas if more hours were available for the student
2. no answer
3. Blank
4. Blank
5. Blank
6. Blank
7. Blank
8. Blank
9. Blank
10. if there were more of the tutors
11.
12. have more scheduled time to work with students
13.

16. none

19. I know of none
20. there should be more peer-tutors available at different hours
21. well if they could have worksheers prepared so we could already outline the chapter
22.
23. enlist aid of more peer-tutors
24. more advertising
25. have study room open at all times with no classes taking place in there
26.

28. more tutors in more areas, more time per sessions
29. make it mandatory for student failing first test to get help
30. make it manatory for students failing to see the teacher or peer-tutor.

Fall 1980

EVALUATION OF PEER-TUTOR PROGRAM

1. Please indicate if you are: 62 a. Student
   ____ b. Teacher

2. If you are a student indicate class standing: 40 a. Freshman
   19 b. Sophomore

3. Write in the course in which you received tutoring (if a teacher, write in the course(s) for which you had a tutor).

2	Typing	4	Reading
1	Shorthand	7	No answer
12	Basic Programming	2	Chemistry
4	Electronics	1	Elementary Algebra
2	Psychology	1	Study Lab
18	Math	2	Physics
1	Health	5	Biology

4. Indicate your present grade-point average (if unknown, leave blank):

0	a. Less than 2.00	6	c. 2.50 - 2.99	5	e. 3.50 - 4.00
5	b. 2.00 - 2.49	8	d. 3.00 - 3.49	____	f.

5. What grade did you expect to get in this course before being tutored?

7	a. A	20	c. C	3	e. F
17	b. B	8	d. D		

6. What grade do you expect to get in this course as a result of being tutored?

19	a. A	12	c. C	0	e. F
21	b. B	3	d. D		

7. Do you feel peer-tutors were helpful?

34	a. very helpful	27	b. helpful	1	c. Not helpful

8. Were peer-tutors interested in what they were doing?

34	a. very interested	24	b. interested	0	c. not interested

9. Did peer-tutors approach their task with enthusiasm?

37 a. very enthusiastic 22 b. some enthusiasm 1 c. not enthusiastic

10. Did peer-tutors seem concerned with students' academic problems?

37 a. Very concerned 24 b. some concern 1 c. not concerned

11. Did peer-tutors know course material adequately enough to be helpful?

59 a. Yes 1 b. No

12. Did peer-tutors seem ready to help students at any time including times other than those scheduled?

56 a. Yes 2 b. No

13. Were peer-tutors well informed about course requirements and could they explain those requirements adequately?

56 a. Yes 1 b. No

14. Were peer-tutors always well prepared for scheduled tutoring sessions?

46 a. always 12 b. sometimes 0 c. never

List the weaknesses of the peer-tutor program:

1. Need to review material or keep up with students studies
2. Sometimes the tutor did not know what we were working on.
3. Need more tutors in the study to get more help, need more hours to fit other people hours.
4. Not enough to go around.
5. Not enough people take advantage of it.
6. Not enough people know about the program 10-unaware
7. Not enough people aware of it
9. Not enough participation
9. Not enough people know about the lab
10. Not enough tutors
11. I don't believe that students as a whole are aware of the peer-tutor program.
12. Need a schedule on door when the tutors will be here and what they will be tutoring.
13. Most students are unaware of the program.

List the strengths of the peer-tutor program.

1. Very helpful
2. They were very helpful
3. Very helpful in areas they are familiar
4. When one needed help they as students could relate to you
5. Available in Lab when needed
6. To get help when needed, to get better grade
7. Understands student's needs
8. They are very helpful. They are available sometimes when a teacher is not
9. It has helped many students with problems they were having
10. They are well informed.
11. It helps students who get behind because of lack of understanding.
12. They were helpful in lab when there
13. Understanding students
14. Lots of concern, they know their stuff
15. Helpful, necessary to maintain a grade point average, motivates students to study
16. Helpful in helping students to study.
17. Helps you
18. Helps understand material that is rapidly covered in class
19. It is very helpful
20. Helps you when you need it, a place to study quietly
21. Helped me with the thing that I didn't understand, helped improve grade
22. Helps each student that is in peer-tutor program to better understand the material and achieve a higher academic level.
23. Helpsul to improve grades
24. Helps in grades
25. Concerned
26. Helps me out alot
27. He put it in a language that I could understand
28. Helpful
29. One student to another student can sometimes relate better than teacher to student

Fall 1980

- Teachers

EVALUATION OF PEER-TUTOR PROGRAM

1. Please indicate if you are: ____a. Student
   10 b. Teacher

2. If you are a student indicate class standing: ____a. Freshman
   ____b. Sophomore

3. Write in the course in which you received tutoring (if a teacher, write in the course(s) for which you had a tutor).

either { 1 Typing / 1 Shorthand

____Reading	
2 No answer	
1 Basic Programming	1 Chemistry
1 Electronics	____Elementary Algebra
1 Psychology	____Study Lab
2 Math	____Physics
____Health	1 Biology

4. Indicate your present grade-point average (if unknown, leave blank):

____a. Less than 2.00	____c. 2.50 - 2.99	____e. 3.50 - 4.00
____b. 2.00 - 2.49	____d. 3.00 - 3.49	____f.

5. What grade did you expect to get in this course before being tutored?

____a. A	____c. C	____e. F
____b. B	____d. D	

6. What grade do you expect to get in this course as a result of being tutored?

____a. A	____c. C	____e. F
____b. B	____d. D	

7. Do you feel peer-tutors were helpful?

70% 7 a. very helpful 3 b. helpful 0 c. Not helpful

8. Were peer-tutors interested in what they were doing?

70% 7 a. very interested 3 b. interested 0 c. not interested

9. Did peer-tutors approach their task with enthusiasm?

6 a. very enthusiastic 4 b. some enthusiasm 0 not enthusiastic
60%

10. Did peer-tutors seem concerned with students' academic problems?

8 a. Very concerned 2 b. some concern 0 c. not concerned

11. Did peer-tutors know course material adequately enough to be helpful?

9 a. Yes 0 b. No

12. Did peer-tutors seem ready to help students at any time including times other than those scheduled?

9 a. Yes 1 b. No

13. Were peer-tutors well informed about course requirements and could they explain those requirements adequately?

8 a. Yes 0 b. No

14. Were peer-tutors always well prepared for scheduled tutoring sessions?

8 a. always 2 b. sometimes 0 c. never

List the weaknesses of the peer-tutor program:

1. Need more tutors
2. It is hard to arrange for a tutor during lab period, they are students also and have scheduling conflicts.
3. Peer-tutor limitations with respect to knowledge and understanding of course material
4. No real weaknesses, since any help is better than no help
5. Too much time was spent in meetings/evaluations, etc, that could have been used by the tutors helping the students for which they were hired.
6. No qualified in subject matter
7. No enough students taking advantage of the program
8. No enough student participation

List the strengths of the peer-tutor program:

1. Individual attention, personal witness about how to study
2. Students seem to appreciate having someone, other than an instructor whom they can ask for assistance.
3. Student - student interaction may be very beneficial
4. Some students relate better to peer-tutor
5. Helps the teacher with work load
6. It provides a way for students to receive help who are having difficulties that perhaps the instructor can not or does not have time to give
7. Good on one to one basic instruction in one program
8. No comments other than the fact, that its a good program
9. student oriented and quality personnel

List ways in which the peer-tutoring program could be improved.

1. Class assignments should be discussed more with the peer-tutors so they are in a better position to help the students.
2. More supervision and better communication between tutor and teacher
3. Do away with scheduled meetings. Most tutors do not have time to attend these meetings.
4. Let the peer-tutors work during the times they should rather them doing other things
5. Pre-sessions on instructional material and how they are used and graded
6. More tutors in each area

APPENDIX D

DESCRIPTION OF READING COURSES LISTED IN THE COLLEGE CATALOG

PSY 2020 **Mental Health (F, Sp)** (3)
A study of the development of positive mental health including treatment and factors of human adjustment from the standpoint of present life. Emphasis on understanding of one's self and others. (Same as EDU 2020).

PSY 2030 **Developmental Psychology (F, W, Sp, Su)** (3)
A study of the biological, personal, social, and intellectual changes that take place within the individual as he develops from birth through death. (Same as EDU 2030; Prerequisite: PSY 1020 or permission of the instructor).

PSY 2110 **Educational Psychology (Su)** (3)
The principles of growth and development applied to student learning. Emphasis on theories of learning, methods of evaluation, and principles of classroom guidance. (Same as EDU 2110; Prerequisite: PSY 1020 or permission of the instructor).

PSY 2310 **Abnormal Psychology (W)** (3)
A study of abnormal and psychopathological behavior patterns. Emphasis on history of abnormal behavior, genetic and organic disorders, situational and personality disorders, psychosomatic disorders, neuroses, psychoses, and therapy. (Prerequisite: PSY 1030 or permission of the instructor).

READING

The Reading Lab will be open daily for use by any student who feels the need for help in such reading skills as word attack/word recognitions skills, vocabulary skills, comprehension skills, critical reading skills, or other reading skills; or any student who feels the need for a quiet place to study. Someone will always be on duty when the Reading Lab is open. Any student desiring to use the reading lab may walk in at any time other than during regularly scheduled classes.

REA 1000 **Basic Reading and Study Skills Improvement** (3)
This course is designed to meet the needs of students needing improvement in basic reading skills. The course emphasizes development of vocabulary, comprehension, listening and study skills. In order to successfully complete this course, students must attain the 15th percentile on the Nelson Denny Reading Test.

REA 1007 **Intermediate Reading and Study Skills Improvement** (3)
A continuation of REA 1006 designed for the student who has attained the 15th percentile on the Nelson Denny Reading Test but wishes to further improve his reading skills. Students enrolling in this course will work independently at times to be arranged with the instructor.

REA 1008 **Advanced Reading and Study Skills** (3)
An advanced course in reading and study skills emphasizing those skills needed for maximum efficiency in reading and study. Students enrolling in this course must also be enrolled in a specified section of another course. Emphasis in this course will be placed on those skills necessary for that particular subject area.

REA 1009 **Speed Reading** (3)
A course emphasizing the development of rapid reading techniques. This course is designed to improve the reader's overall reading efficiency by improving the reader's perceptional accuracy and efficiency.

REAL ESTATE

Note: These courses are intended for technology students only.

RES 2010 **Real Estate Principles (F)** (3)
A fundamental real estate course covering the basic laws and principles of Tennessee Real Estate, giving understanding, background and terminology necessary for advanced study in specialized courses. Will be of assistance to those preparing for the real estate salesman license examination.

RES 2210 **Legal Aspects of Real Estate (W)** (3)
A study of Tennessee Real Estate Law, including rights incident to property ownership and management, agency, contracts, and applications to real estate transfer, conveyances, probate proceedings, trust deeds, and foreclosure, as well as recent legislation governing real estate transactions. (Prerequisite: RES 2010).

RES 2220 **Financial Aspects of Real Estate (Sp)** (3)
Basic legal concepts; institutional sources of funds for financing real estate transactions - purchases, alterations, improvements, construction; sub-division and development projects. Government and (FHA and VA loans) to finance both urban and farm estate, loan processing. (Prerequisite: RES 2010).

RES 2230 **Real Estate Appraisal (W - Even Years)** (3)
An introductory course covering the purpose of appraisals, the process, and the different approaches, methods, and techniques used to determine the value of various types of property. Emphasis will be on residential and single-unit property. (Prerequisite: RES 2010).

RES 2240 **Office/Brokerage Management** (3)
This course is an overview of theories, processes, and functions of brokerage management. Topics include: review of contracts and closing statements; market

APPENDIX E

EVALUATION OF DEVELOPMENTAL STUDIES COURSES

Evaluation of On-campus Courses

1. Which of the following was your most important reasons for selecting this course?
   - 3 a. Advisor's recommendation
   - 0 b. Subject was of interest
   - 11 c. Felt a weakness in this area
   - 1 d. Did not feel I could succeed in the first college course.

2. What grade do you expect to get from this course?
   - 4 a. A
   - 7 b. B
   - 2 c. C
   - 1 d. D
   - 0 e. F
   - 1 f. No answer

3. What percentage of class meetings did you attend?
   - 0 a. 0 - 20
   - 1 b. 20 - 40
   - 2 c. 40 - 60
   - 3 d. 50 - 80
   - 9 e. 80 - 100
   - 0 f. No answer

4. How many hours per week did you devote to this course outside of class?
   - 2 a. 0 - 2
   - 5 b. 2 - 5
   - 4 c. 6 - 8
   - 2 d. 9 - 11
   - 2 e. 12 or more
   - 0 f. No answer

In the items below, estimate how frequently you feel the following occured.
a. almost never b. occasionally c. often d. almost always e. does not apply to my course

5. Students are encouraged to think for themselves.
   - 0 a.
   - 4 b.
   - 3 c.
   - 7 d.
   - 1 e.
   - 0 f. No answer

6. Questions from students are welcome.
   - 0 a.
   - 2 b.
   - 3 c.
   - 10 d.
   - 0 e.
   - 0 f. No answer

7. Information was presented to students in a clear, understandable manner.
   - 0 a.
   - 4 b.
   - 6 c.
   - 5 d.
   - 0 e.
   - 0 f. No answer

8. Tests covered only the material covered in class.
   - 0 a.
   - 0 b.
   - 1 c.
   - 14 d.
   - 0 e.
   - 0 f. No answer

9. Questions were answered in an informative, polite way.
   - 2 a.
   - 0 b.
   - 4 c.
   - 9 d.
   - 0 e.
   - 0 f. No answer

10. Materials used in this course were interesting and informative.
    - 1 a.
    - 3 b.
    - 6 c.
    - 5 d.
    - 2 e.
    - 0 f. No answer

11. I feel free to express my opinions.
    - 1 a.
    - 2 b.
    - 4 c.
    - 5 d.
    - 0 e.
    - 0 f. No answer

12. The materials presented in the class were above my understanding.

3 a.	1 c.	2 e.
8 b.	1 d.	0 f. No answer

13. Skills gained in the class were those skills I needed.

0 a.	3 c.	0 e.
1 b.	11 d.	0 f. No answer

14. I have developed more realistic goals for my life.

0 a.	3 c.	4 e.
3 b.	5 d.	0 f. No answer

15. I feel that I can be successful in an English and/or math class.

1 a.	3 c.	0 e.
2 b.	9 d.	0 f. No answer

16. I have a better understanding of my strengths and weaknesses as a student.

0 a.	5 c.	0 e.
0 b.	10 d.	0 f. No answer

17. I feel better about myself as a student.

1 a.	4 c.	8 e.
1 b.	8 d.	1 f. No answer

18. Assigned work was appropriate and helped me to improve my skills.

0 a.	3 c.	0 e.
2 b.	10 d.	0 f. No answer

19. The class was enjoyable and made me want to learn more.

1 a.	4 c.	0 e.
1 b.	9 d.	0 f. No answer

20. Materials used in the course were useful and understandable.

0 a.	1 c.	1 e.
5 b.	8 d.	0 f. No answer

21. The teacher was understanding and ready to help.

0 a.	3 c.	0 e.
1 b.	11 d.	0 f. No answer

Things I disliked about the course are:

1. No dislikes just sometimes give you an headache.
2. No answer.
3. To many things to do
4. Rushing through materials to much because if do learn a few things about you come to end for finals you forget some things, because mostly rushed through them.
5. None
6. There wasnt enough time to perceive all the work
7. No answer
8. Too many tests for each modgels
9. I liked the course and I believe it will help me further in math.
10. None
11. No comment
12. No answer
13. To many module to go through in math but they help
14. To much work to do in this class, and I never had time to do my other work, that's why I have to take this course over.
15. The assignment that have to due on to short for the anumout of work you have to do.

Things I liked best about the course are:

1. No dislikes just
2. It gives you ample enough time to finish and relate to the material.
3. No answer
4. it helped me
5. Having good & understanding tutor and teacher
6. I helped me understand thing I didn't know
7. The way it is set up to one's self pace. The book that was used. Someone willing to help if problems occur.
8. Patience of instructors
9. No answer
10. The breakdown and help in solving math problems
11. It was like my high that I got out of. It helped me a lot.
12. Learning something I didn't understand before
13. The relaxed atmosphere.
14. I could work at my own speed, I had help when ever I needed it, and the door was always open for me to come in between classes and work.
15. I really don't know what I like best about this course.
    You do work a record to your speed.

Improvements that I feel could be made are:

1. No answer.
2. No answer.
3. None comes to mind
4. No have s[illegible] problems to due in certain length of time special when i your weakness. More time on one subject.
5. I can improve myself if I stay in here longer
6. More choices of the time period
7. Don't see any reason to attend class except for tests. or problems with wor
8. Working in group.
9. I have none.
10. No answer
11. No comment.
12. Cut down on the amount of work in one quarter.
13. Little more quietness, more slide and video material in these areas.
14. My math is what I really need to improvements.
15. To have some tutor that will be in the room at all times to help student.

Course Evaluation by Students

Lis 1000
Spring 1981

Which of the following was your most important reasons for selecting this course?

1 a. Advisor's recommendation
2 b. Subject was of interest
2 c. Felt a weakness in this area
0 d. Did not feel I could succeed in the first college course.

What grade do you expect to get from this course?

2 a. A
2 b. B
1 c. C
0 d. D
0 e. F
0 f. No answer

What percentage of class meetings did you attend?

0 a. 0 - 20
1 b. 20 - 40
0 c. 40 - 60
1 d. 50 - 80
3 e. 80 - 100
0 f. No answer

How many hours per week did you devote to this course outside of class?

2 a. 0 - 2
0 b. 2 - 5
2 c. 6 - 8
0 d. 9 - 11
1 e. 12 or more
0 f. No answer

the items below, estimate how frequently you feel the following occured.

a. almost never
b. occasionally
c. often
d. almost always
e. does not apply to my course

Students are encouraged to think for themselves.

0 a.
1 b.
1 c.
3 d.
0 e.
0 f. No answer

Questions from students are welcome.

0 a.
0 b.
0 c.
5 d.
0 e.
0 f. No answer

Information was presented to students in a clear, understandable manner.

0 a.
1 b.
0 c.
4 d.
0 e.
0 f. No answer

Tests covered only the material covered in class.

0 a.
0 b.
1 c.
3 d.
0 e.
1 f. No answer

Questions were answered in an informative, polite way.

0 a.
1 b.
0 c.
4 d.
0 e.
0 f. No answer

Materials used in this course were interesting and informative.

0 a.
1 b.
0 c.
4 d.
0 e.
0 f. No answer

I feel free to express my opinions.

0 a.
1 b.
0 c.
4 d.
0 e.
0 f. No answer

12. The materials presented in the class were above my understanding.

2 a.	1 c.	0 e.
1 b.	1 d.	0 f. No answer

13. Skills gained in the class were those skills I needed.

0 a.	0 c.	0 e.
0 b.	5 d.	0 f. No answer

14. I have developed more realistic goals for my life.

1 a.	1 c.	1 e.
0 b.	1 d.	1 f. No answer

15. I feel that I can be successful in an English and/or math class.

1 a.	0 c.	3 e.
1 b.	0 d.	0 f. No answer

16. I have a better understanding of my strengths and weaknesses as a student.

0 a.	1 c.	1 e.
1 b.	1 d.	1 f. No answer

17. I feel better about myself as a student.

0 a.	1 c.	1 e.
1 b.	2 d.	0 f. No answer

18. Assigned work was appropriate and helped me to improve my skills.

0 a.	0 c.	0 e.
0 b.	4 d.	1 f. No answer

19. The class was enjoyable and made me want to learn more.

0 a.	1 c.	0 e.
0 b.	4 d.	0 f. No answer

20. Materials used in the course were useful and understandable.

0 a.	1 c.	0 e.
0 b.	4 d.	0 f. No answer

21. The teacher was understanding and ready to help.

0 a.	1 c.	0 e.
0 b.	4 d.	0 f. No answer

Things I disliked about the course are:

1. Nothing
2. None
3. I really don't have anything that I disliked about the course.
4. No answer
5. No answer

Things I liked best about the course are:

1. The challenge of getting the homework and satisfaction of completing each assignment.
2. Everything
3. The course was really helpful to me, because at one time I really didn't know anything about the library. But now I really feel secure.
4. No answer.
5. That do not have homework all time.

Improvements that I feel could be made are:

1. More classes, more than one a week.
2. None
3. Spending a little more time in the library to improve my skills.
4. No answer.
5. No answer.

Talley Sheet

Course Evaluation by Students

MAT 1101

Spring 81

1. Which of the following was your most important reasons for selecting this course?

4 a. Advisor's recommendation
2 b. Subject was of interest
12 c. Felt a weakness in this area
1 d. Did not feel I could succeed in the first college course.

2. What grade do you expect to get from this course?

4 a. A
7 b. B
6 c. C
2 d. D
0 e. F
0 f. No answer

3. What percentage of class meetings did you attend?

0 a. 0 - 20
0 b. 20 - 40
1 c. 40 - 60
0 d. 50 - 80
18 e. 80 - 100
0 f. No answer

4. How many hours per week did you devote to this course outside of class?

2 a. 0 - 2
9 b. 2 - 5
3 c. 6 - 8
2 d. 9 - 11
3 e. 12 or more
0 f. No answer

In the items below, estimate how frequently you feel the following occured.

a. almost never
b. occasionally
c. often
d. almost always
e. does not apply to my course

5. Students are encouraged to think for themselves.

0 a.
1 b.
6 c.
12 d.
0 e.
0 f. No answer

6. Questions from students are welcome.

0 a.
0 b.
4 c.
15 d.
0 e.
0 f. No answer

7. Information was presented to students in a clear, understandable manner.

0 a.
1 b.
3 c.
15 d.
0 e.
0 f. No answer

8. Tests covered only the material covered in class.

0 a.
0 b.
1 c.
18 d.
0 e.
0 f. No answer

9. Questions were answered in an informative, polite way.

0 a.
0 b.
2 c.
17 d.
0 e.
0 f. No answer

10. Materials used in this course were interesting and informative.

0 a.
1 b.
6 c.
9 d.
3 e.
0 f. No answer

11. I feel free to express my opinions.

0 a.
0 b.
6 c.
12 d.
1 e.
0 f. No answer

12. The materials presented in the class were above my understanding.

6 a.	6 c.	0 e.
7 b.	0 d.	0 f. No answer

13. Skills gained in the class were those skills I needed.

0 a.	4 c.	0 e.
1 b.	14 d.	0 f. No answer

14. I have developed more realistic goals for my life.

0 a.	5 c.	10 e.
1 b.	3 d.	0 f. No answer

15. I feel that I can be successful in an English and/or math class.

0 a.	7 c.	0 e.
6 b.	6 d.	0 f. No answer

16. I have a better understanding of my strengths and weaknesses as a student.

0 a.	6 c.	4 e.
2 b.	7 d.	0 f. No answer

17. I feel better about myself as a student.

0 a.	10 c.	3 e.
2 b.	4 d.	0 f. No answer

18. Assigned work was appropriate and helped me to improve my skills.

1 a.	5 c.	0 e.
1 b.	12 d.	0 f. No answer

19. The class was enjoyable and made me want to learn more.

1 a.	8 c.	0 e.
1 b.	9 d.	0 f. No answer

20. Materials used in the course were useful and understandable.

0 a.	7 c.	0 e.
2 b.	10 d.	0 f. No answer

21. The teacher was understanding and ready to help.

0 a.	3 c.	0 e.
0 b.	16 d.	0 f. No answer

Things I disliked about the course are:

1. I personally do not enjoy math.
2. The speed in which it was taken-we could have redone a module when several had flunked the test.
3. Tests, went too fast.
4. No answer
5. No answer
6. Went to fast, didn't have enough time if you didn't understnad.
7. No answer
8. Nothing
9. No answer
10. No answer
11. Material was covered too fast.
12. Too much material for the quarter for people who have problems.
13. Does not apply.
14. Not enough time to understand the units as I would like.
15. Nothing
16. Staying late for lab and trying to cover a great deal of work in a small amount of time
17. Nothing bad about the course, its very helpful.
18. None
19. Sometimes the course moved too fast for some of the students causing a handicap for these students. There should be a grade for the homework .

Things I liked best about the course are:

1. The teacher was always understanding and helpful.
2. The outside help that was always available, the lab also helped.
3. books, the study lab.
4. The teacher help us to understand more about it. It was enjoyable and interesting.
5. I really liked the lab.
6. Teacher, the way she presented the class. I learned but it was fun.
7. Learning
8. The material was well presented in a way that was easy for the student to understand. I think having a lab helped. I also liked the attendance policy of the teacher, without coming to class there would no way of passing this class.
9. Having the notes written on the board.
10. I felt this course made me more skilled in the area of math. Also the manner which it was conducted was beneficial to more students (first a class session and then lab). Also Mrs. Vickery is a great Algebra teacher.
11. Passing
12. My teacher and the general attitude of class.
13. The way our course or lessons were broken down and explained to us. If we had been handed our problems to do without explaining how to do the problems I would be a complete failure in Algebra.
14. Teacher, atmosphere, availability of help when needed. I enjoyed this course.
15. It was fun.
16. The hlep I get for the things I didn't understand and getting to take tests over.
17. Learning more about math & working formulas
18. The friendliness of the teacher and the way she explains the problems. She was very helpful also.
19. Most of the material was easily explained.

Improvements that I feel could be made are:

1. Class three days a week might be more useful.
2. A slower pace
3. The course should slow down and last longer.
4. No answer
5. No answer
6. Slow down a little
7. No
8. None
9. In one class I have the teacher could have make easy if he write the notes on the board instead of writing on a sheet of paper that the student can't see his writing.
10. No
11. Go slower
12. Either cut down on the amount of material that is covered or make it a 2 quarter subject.
13. Just keep up the lab for later students. It was a great help.
14. Not to cover so much material so quickly so as to understand the units more thoroughly.
15. None really
17. None
17. None, Its understandable and presented very good
18. None
19. When material that is hard for some should be tuaght until more are understanding of it.

Course Evaluation by Students

Communications

Spring 81

Talley Sheets

1. Which of the following was your most important reasons for selecting this course?
   - 1 a. Advisor's recommendation
   - 2 b. Subject was of interest
   - 1 c. Felt a weakness in this area
   - 1 d. Did not feel I could succeed in the first college course.

2. What grade do you expect to get from this course?

1	a. A	1	c. C	0	e. F
3	b. B	0	d. D	0	f. No answer

3. What percentage of class meetings did you attend?

0	a. 0 - 20	1	c. 40 - 60	2	e. 80 - 100
0	b. 20 - 40	2	d. 50 - 80	0	f. No answer

4. How many hours per week did you devote to this course outside of class?

0	a. 0 - 2	2	c. 6 - 8	0	e. 12 or more
3	b. 2 - 5	0	d. 9 - 11	0	f. No answer

In the items below, estimate how frequently you feel the following occured.

a. almost never
b. occasionally
c. often
d. almost always
e. does not apply to my course

5. Students are encouraged to think for themselves.

0	a.	0	c.	0	e.
0	b.	5	d.	0	f. No answer

6. Questions from students are welcome.

0	a.	0	c.	0	e.
0	b.	5	d.	0	f. No answer

7. Information was presented to students in a clear, understandable manner.

0	a.	0	c.	0	e.
0	b.	5	d.	0	f. No answer

8. Tests covered only the material covered in class.

0	a.	1	c.	1	e.
0	b.	3	d.	0	f. No answer

9. Questions were answered in an informative, polite way.

0	a.	1	c.	0	e.
0	b.	4	d.	0	f. No answer

10. Materials used in this course were interesting and informative.

0	a.	0	c.	0	e.
0	b.	5	d.	0	f. No answer

11. I feel free to express my opinions.

0	a.	1	c.	0	e.
0	b.	4	d.	0	f. No answer

12. The materials presented in the class were above my understanding.

4 a.	0 c.	0 e.
1 b.	0 d.	0 f. No answer

13. Skills gained in the class were those skills I needed.

0 a.	0 c.	0 e.
0 b.	5 d.	0 f. No answer

14. I have developed more realistic goals for my life.

0 a.	0 c.	2 e.
1 b.	2 d.	0 f. No answer

15. I feel that I can be successful in an English and/or math class.

0 a.	2 c.	0 e.
0 b.	3 d.	0 f. No answer

16. I have a better understanding of my strengths and weaknesses as a student.

0 a.	0 c.	0 e.
0 b.	5 d.	0 f. No answer

17. I feel better about myself as a student.

0 a.	3 c.	0 e.
0 b.	2 d.	0 f. No answer

18. Assigned work was appropriate and helped me to improve my skills.

0 a.	0 c.	0 e.
0 b.	5 d.	0 f. No answer

19. The class was enjoyable and made me want to learn more.

0 a.	0 c.	0 e.
0 b.	5 d.	0 f. No answer

20. Materials used in the course were useful and understandable.

0 a.	0 c.	0 e.
0 b.	5 d.	0 f. No answer

21. The teacher was understanding and ready to help.

0 a.	0 c.	0 e.
0 b.	5 d.	0 f. No answer

Things I disliked about the course are:

1. The tapes are son long that it takes so much of each class period just to listen to them.
2. None.
3. There was not enough time for me to finish my work because of my outside work.
4. No answer.
5. The only thing I disliked was the class meeting at 8:10 a.m..

Things I liked best about the course are:

1. The working by yourself; teaching methods.

2. The informal ways of learning and the ability to move forward at your own pace. I also enjoy the modern method of learning by tapes.

3. Was not pressured into getting my work done it was up to me to get it done.

4. No answer.

5. The class gave me a chance to learn at my own pace. If you had a question, you always felt free to ask for additional help. The class really refreshed my memory on things I had forgotten from high school.

Improvements that I feel could be made are:

1. No answer

2. The class would be better if it were quieter and not so many interruptions.

3. There shouldn't be so much work to do in the small time we have to do it in. Because if I were to do all the work I was told to do I wouldn't have anytime for my other subjects.

4. No answer.

5. I am very pleased with the present system.

Tally Sheet

Course Evaluation by Students

Reading

Spring 1981

1. Which of the following was your most important reasons for selecting this course?
   - 3 a. Advisor's recommendation
   - 1 b. Subject was of interest
   - 7 c. Felt a weakness in this area
   - 0 d. Did not feel I could succeed in the first college course.

2. What grade do you expect to get from this course?

6	a. A	0	c. C	0	e. F
5	b. B	0	d. D	0	f. No answer

3. What percentage of class meetings did you attend?

0	a. 0 - 20	0	c. 40 - 60	8	e. 80 - 100
1	b. 20 - 40	2	d. 50 - 80	0	f. No answer

4. How many hours per week did you devote to this course outside of class?

0	a. 0 - 2	6	c. 6 - 8	3	e. 12 or more
1	b. 2 - 5	1	d. 9 - 11	0	f. No answer

In the items below, estimate how frequently you feel the following occured.
a. almost never
b. occasionally
c. often
d. almost always
e. does not apply to my course

5. Students are encouraged to think for themselves.

2	a.	2	c.	0	e.
2	b.	5	d.	0	f. No answer

6. Questions from students are welcome.

0	a.	3	c.	0	e.
1	b.	7	d.	0	f. No answer

7. Information was presented to students in a clear, understandable manner.

0	a.	0	c.	0	e.
2	b.	9	d.	0	f. No answer

8. Tests covered only the material covered in class.

0	a.	1	c.	5	e.
2	b.	3	d.	0	f. No answer

9. Questions were answered in an informative, polite way.

1	a.	1	c.	0	e.
0	b.	9	d.	0	f. No answer

10. Materials used in this course were interesting and informative.

0	a.	4	c.	0	e.
0	b.	7	d.	0	f. No answer

11. I feel free to express my opinions.

0	a.	3	c.	0	e.
1	b.	7	d.	0	f. No answer

12. The materials presented in the class were above my understanding.

10 a.	1 c.	0 e.
0 b.	0 d.	0 f. No answer

13. Skills gained in the class were those skills I needed.

0 a.	3 c.	0 e.
1 b.	7 d.	0 f. No answer

14. I have developed more realistic goals for my life.

0 a.	3 c.	3 e.
1 b.	4 d.	0 f. No answer

15. I feel that I can be successful in an English and/or math class.

0 a.	3 c.	2 e.
2 b.	4 d.	0 f. No answer

16. I have a better understanding of my strengths and weaknesses as a student.

0 a.	2 c.	0 e.
1 b.	8 d.	0 f. No answer

17. I feel better about myself as a student.

0 a.	2 c.	0 e.
1 b.	8 d.	0 f. No answer

18. Assigned work was appropriate and helped me to improve my skills.

0 a.	3 c.	0 e.
1 b.	7 d.	0 f. No answer

19. The class was enjoyable and made me want to learn more.

0 a.	4 c.	0 e.
1 b.	6 d.	0 f. No answer

20. Materials used in the course were useful and understandable.

0 a.	1 c.	0 e.
2 b.	8 d.	0 f. No answer

21. The teacher was understanding and ready to help.

0 a.	0 c.	0 e.
0 b.	11 d.	0 f. No answer

Things I disliked about the course are:

1. To much to cover for the short time we have.
2. To much work
3. The things I disliked was a lot of tests.
4. The only thing I disliked about the class was that some students were notprepared or did not participate when it came their turn.
5. To much work to do that's not worth doing. This class is suposed to be interesting to the students.
6. More time _____ than I thought.
7. No answer.
8. I don't have any disliked about this course
9. Nothink
10. Not enough time in class, class to short, it could be longer.
11. No answer.

Things I liked best about the course are:

1. The work we cover. teachers, and teaching materials.
2. Help improve my reading skills
3. it has helped me improve in areas felt I was weak in.
4. The power builders, vocabulary building and pacing drills
5. If I wouldn't have so much work to do it will be alright.
6. very helpful
7. No answer
8. I learned ways to improve my studing skills for objectives tests and essay
9. Verythink
10. It helped me develop a better way to take notes. It helped me develop a better way to study for tests.
11. No answer.

Improvements that I feel could be made are:

1. No answer
2. More time to do work, or less work.
3. No so many tests.
4. We worked to slow when the class first started. The Now student is a good book but I question the comprehension test. I've wondered how well I would have answered those test without reading. I doubt there would have been much difference.
5. Well maybe I need to improvements in my reading but this teacher makes it feel like I don't know nothing.
6. No answer
7. No answer
8. I dont have any suggestion the class was great
9. None
10. Make the time in class longer/ 1.5 hours.
11. No answer.

22 students

Course Evaluation by Students

MAT 1101
Winter 1981
Wanda Vickery

1. Which of the following was your most important reasons for selecting this course?
   - 18 a. Advisor's recommendation
   - 1 b. Subject was of interest
   - 11 c. Felt a weakness in this area
   - 0 d. Did not feel I could succeed in the first college course.

2. What grade do you expect to get from this course?

3	a. A	12	c. C	0	e. F
7	b. B	0	d. D	0	f. No answer

3. What percentage of class meetings did you attend?

0	a. 0 - 20	0	c. 40 - 60	18	e. 80 - 100
1	b. 20 - 40	2	d. 50 - 80	1	f. No answer

4. How many hours per week did you devote to this course outside of class?

1	a. 0 - 2	7	c. 6 - 8	2	e. 12 or more
9	b. 2 - 5	3	d. 9 - 11	0	f. No answer

In the items below, estimate how frequently you feel the following occured.
a. almost never
b. occasionally
c. often
d. almost always
e. does not apply to my course

5. Students are encouraged to think for themselves.

1	a.	5	c.	0	e.
0	b.	16	d.	0	f. No answer

6. Questions from students are welcome.

0	a.	2	c.	0	e.
0	b.	20	d.	0	f. No answer

7. Information was presented to students in a clear, understandable manner.

1	a.	5	c.	1	e.
4	b.	12	d.	1	f. No answer

8. Tests covered only the material covered in class.

0	a.	1	c.	2	e.
0	b.	19	d.	0	f. No answer

9. Questions were answered in an informative, polite way.

0	a.	6	c.	0	e.
0	b.	16	d.	0	f. No answer

10. Materials used in this course were interesting and informative.

0	a.	4	c.	2	e.
7	b.	9	d.	0	f. No answer

11. I feel free to express my opinions.

1	a.	3	c.	8	e.
2	b.	8	d.	0	f. No answer

12. The materials presented in the class were above my understanding.

6 a.	5 c.	2 e.
9 b.	1 d.	0 f. No answer

13. Skills gained in the class were those skills I needed.

0 a.	5 c.	0 e.
2 b.	15 d.	0 f. No answer

14. I have developed more realistic goals for my life.

0 a.	3 c.	10 e.
0 b.	9 d.	0 f. No answer

15. I feel that I can be successful in an English and/or math class.

0 a.	8 c.	1 e.
3 b.	10 d.	0 f. No answer

16. I have a better understanding of my strengths and weaknesses as a student.

0 a.	5 c.	1 e.
0 b.	16 d.	0 f. No answer

17. I feel better about myself as a student.

0 a.	3 c.	2 e.
3 b.	14 d.	0 f. No answer

18. Assigned work was appropriate and helped me to improve my skills.

0 a.	5 c.	0 e.
1 b.	16 d.	0 f. No answer

19. The class was enjoyable and made me want to learn more.

1 a.	9 c.	0 e.
3 b.	9 d.	0 f. No answer

20. Materials used in the course were useful and understandable.

0 a.	5 c.	0 e.
4 b.	13 d.	0 f. No answer

21. The teacher was understanding and ready to help.

0 a.	3 c.	0 e.
0 b.	19 d.	0 f. No answer

Things I disliked about the course are:

1. Blank
2. I've never had algebra before and it is hard and difficult for me. The book doesn't explain it as well as it should.
3. Blank
4. Nothing I can think of
5. The homework
6. Overall I thought the course was fine.
7. Blank
8. I didn't like the teach yourself method. I feel if I need this to go to higher math classes, I need to be taught orally. I'm not a good self-teacher. I'd rather be told.
9. Blank
0. None
11. Not enough help from the instructor,
12. Things I disliked is that you have to make A to take the next test. You can not miss more than 2 days before you have points taken off your grade.
13. Blank
14. Sometimes the book's explanations weren't clear enough. Help was needed to understand the explanations.
15. Nothing - I think the course was very great.
16. No dislikes
17. None
18. The material in the text book was not very clear at times. It was hard to understand.
19. Blank
20. None
21. Nothing because everthing seemed reasonable to me.
22. The book left out a few steps and it would give me trouble.

1. You can work at your own pace. The teacher helps you on an individual basis.
2. The teacher usually tried to explain it better, but it was still difficult to follow, (not the teachers fault, though)
3. I enjoyed the experience of learning how to develop skills individually. I feel that I have learned a gread deal more than if it had been a lecture class. This is a really good book and the teacher has time to devote to everyone when the need help with problems.
4. The skills I learned the amount of knowledge gain form taking this course.
5. That you can work at your own speed
6. You could work at your own pace. The teacher was always ready to answer questions.
7. The way you could work at your own pace, as fast or slow as you want.
8. You work during class. I liked the 3 tries on the test. I learned from the test.
9. Going at your own pace.
10. All
11. The materials were useful.
12. Things I like best is you can do your work on your own. And if you fell a test you can take it over and try to get a better grade. And you will get the highest grade between the test you take.
13. There was always help there, when I needed it.
14. The opportunity to study at my own speed. A feeling of accomplishment. Flexability of which day to take test's on.
15. It give you the time to work at your own pace.
16. I could always get help when I wanted it and chance to repeat a test.
17. it helped to improve my mathamatical abilities
18. You can work at your own pace.
19. Going at my speed, being able to have more than one chance at my test, having a tutor each class.
20. you could work at you're own speed. The teacher is excellent and very easy to understand.
21. You had 3 times to take the same test, and the highest grad was kept.
22. The instructor was always able to clear up my misconceptions

. Blank
. Better book, simpler, more informative.
. Blank
. More class time with the teacher to hlep you with your problems.
. Blank
. I don't think any improvements are necessary because I enjoyed this course.
. Blank
. Teaching the class orally
. Blank
0. None
1. The instructor needs to explain the material more often.
2. Blank
3. Blank
4. Blank
5. Nothing everything is fine just like it is.
6. None
7. None
8. I don't think this course should be taught on this basic especially for people, beginning algebra
9. I feel we should have some class discussion each day on the problems hard for us.
0. None
1. Me understanding the signs
2. None

Course Evaluation by Students

MAT 1100
Winter 1981
Wanda Vickery

1. Which of the following was your most important reasons for selecting this course?
   - 1 a. Advisor's recommendation
   - 2 b. Subject was of interest
   - 10 c. Felt a weakness in this area
   - 0 d. Did not feel I could succeed in the first college course.

2. What grade do you expect to get from this course?

4	a. A	2	c. C	1	e. F
5	b. B	1	d. D	0	f. No answer

3. What percentage of class meetings did you attend?

0	a. 0 - 20	0	c. 40 - 60	12	e. 80 - 100
0	b. 20 - 40	1	d. 50 - 80	0	f. No answer

4. How many hours per week did you devote to this course outside of class?

2	a. 0 - 2	4	c. 6 - 8	2	e. 12 or more
4	b. 2 - 5	1	d. 9 - 11	0	f. No answer

In the items below, estimate how frequently you feel the following occured.
a. almost never
b. occasionally
c. often
d. almost always
e. does not apply to my course

5. Students are encouraged to think for themselves.

1	a.	2	c.	0	e.
0	b.	10	d.	0	f. No answer

6. Questions from students are welcome.

0	a.	2	c.	0	e.
1	b.	10	d.	0	f. No answer

7. Information was presented to students in a clear, understandable manner.

1	a.	3	c.	0	e.
1	b.	8	d.	0	f. No answer

8. Tests covered only the material covered in class.

0	a.	0	c.	0	e.
2	b.	11	d.	0	f. No answer

9. Questions were answered in an informative, polite way.

0	a.	2	c.	0	e.
1	b.	10	d.	0	f. No answer

10. Materials used in this course were interesting and informative.

1	a.	2	c.	0	e.
1	b.	9	d.	0	f. No answer

11. I feel free to express my opinions.

0	a.	1	c.	0	e.
2	b.	10	d.	0	f. No answer

12. The materials presented in the class were above my understanding.

4 a.	1 c.	0 e.
7 b.	1 d.	0 f. No answer

13. Skills gained in the class were those skills I needed.

0 a.	3 c.	1 e.
2 b.	7 d.	0 f. No answer

14. I have developed more realistic goals for my life.

0 a.	2 c.	3 e.
3 b.	5 d.	0 f. No answer

15. I feel that I can be successful in an English and/or math class.

2 a.	1 c.	1 e.
4 b.	5 d.	0 f. No answer

16. I have a better understanding of my strengths and weaknesses as a student.

0 a.	4 c.	1 e.
0 b.	8 d.	0 f. No answer

17. I feel better about myself as a student.

1 a.	2 c.	0 e.
3 b.	7 d.	0 f. No answer

18. Assigned work was appropriate and helped me to improve my skills.

0 a.	3 c.	0 e.
1 b.	9 d.	0 f. No answer

19. The class was enjoyable and made me want to learn more.

1 a.	3 c.	0 e.
0 b.	9 d.	0 f. No answer

20. Materials used in the course were useful and understandable.

1 a.	1 c.	0 e.
2 b.	9 d.	0 f. No answer

21. The teacher was understanding and ready to help.

0 a.	0 c.	0 e.
1 b.	12 d.	0 f. No answer

Things I disliked about the course are:

1. None
2. Nothing
3. Blank
4. We had too much work to do
5. Blank
6. None
7. Too much to learn in such a short time
8. Nothing
9. MWF are not given, teacher should have put all the people who started on about the same group together, then you could work better.
10. Nothing
11. The teacher was not understanding at time.
    I don't like the time the class is scheduled, reasons are: It leaves me no lunch hour. I don't have time to come in between classes because I have classes in morning and I work in the afternnon. I think the time is scheduled for non-working students who has lots of time. I think in order to really get the most from the class one has to have the entire evening free to be able to attend Lab and the computer room.
12. None

Things I liked best about the course are:

1. Teacher
2. Everything
3. Blank
4. I work on math pretty good
5. Blank
6. Teacher was extremely helpful and material interesting and easy to understand. I feel I have gained much by taking this course.
7. Nothing
8. Everyone was helpful
9. Teachers were always helpfull, help to push you along to learn.
0. The teacher was very helpful and polite in helping me in this course.
1. You can work by yourself and can ask questions, work as fast you can.
2. It always someone hear and you know it to help you if you want it.
3. Everything.

Improvements that I feel could be made are:

1. Blank
2. Nothing.
3. Blank
4. In Algebra
5. Blank
6. The class was filled too quickly, there needs to be more of this type class.
7. Less work
8. None
9. Are listed above in dislikes
10. Non I think that is alright the way it is.
11. Work on the thing that are need in course
12. You should put in the schedule that we need to come to lab in order to finish the number of chapter you want finish. That way people can finish all your master test, and lesson, etc.
13. Good

17 students

99

Course Evaluation by Students
Reading and Study Skills
Winter 1981
Dave Strong

1. Which of the following was your most important reasons for selecting this course?
   - 6 a. Advisor's recommendation
   - 3 b. Subject was of interest
   - 6 c. Felt a weakness in this area
   - 1 d. Did not feel I could suceed in the first college course.
   - 1 e. No answer

2. What grade do you expect to get from this course?

8	a. A	2	c. C	0	e. F
5	b. B	1	d. D	1	f. No answer

3. What grade do you feel you deserve?

8	a. A	1	c. C	0	e. F
6	b. B	1	d. D	1	f. No answer

4. What percentage of class meetings did you attend?

0	a. 0 - 20	1	c. 40 - 60	12	e. 80 - 100
1	b. 20 - 40	2	d. 60 - 80	1	f. No answer

5. How many hours per week did you devote to this course outside of class?

0	a. 0 - 2	4	c. 6 - 8	2	e. 12 or more
6	b. 2 - 5	4	d. 9 - 11	1	f. No answer

In the items below, estimate how frequently you feel the following occured.

a. almost never
b. infrequently
c. occasionally
d. often
e. almost always
f. does not apply to my course

6. Students were encouraged to think for themselves.

1	a.	2	c.	11	e.
0	b.	3	d.	0	f.

7. Student questions were welcome.

1	a.	3	c.	13	e.
0	b.	0	d.	0	f.

8. Information was presented to students in a clear, concise manner.

1	a.	1	c.	13	e.
2	b.	0	d.	0	f.

9. Test covered only the material covered in class.

0	a.	4	c.	5	e.
0	b.	3	d.	4	f.
				1	No Answer

10. Questions were answered in an informative polite way.

1	a.	3	c.	10	e.
1	b.	2	d.	0	f.

11. Materials selected in this course were interesting and informative.

1 a.	7 c.	3 e.
1 b.	5 d.	0 f.

12. I feel free to express my opinions.

1 a.	4 c.	11 e.
0 b.	1 d.	0 f.

13. The material presented in the class was above my understanding.

3 a.	4 c.	0 e.
5 b.	0 d.	0 f.

14. Skills gained in the class were those skills I needed.

0 a.	3 c.	10 e.
2 b.	2 d.	0 f.

15. I have developed more realistic goals for my life.

1 a.	3 c.	8 e.
0 b.	2 d.	3 f.

16. I feel better about myself as a student.

3 a.	3 c.	6 e.
0 b.	5 d.	0 f.

17. Assigned work was appropriate and helped me to improve my skills.

0 a.	4 c.	7 e.
2 b.	4 d.	0 f.

18. The class was enjoyable and made me want to learn more.

1 a.	4 c.	7 e.
1 b.	4 d.	0 f.

19. Materials used in the course were useful and understandable.

1 a.	3 c.	10 e.
0 b.	3 d.	0 f.

20. The teacher was understanding and ready to help.

1 a.	1 c.	15 e.
0 b.	0 d.	0 f.

List the course weaknesses :

1. There is no weaknesses
2. Inteferes with other subjects, too many power builders, dull films.
3. More time spent reading.
4. Time reading, pacing drills, outlines, learning how to take notes in my class
5. Some time it was a little noisey.
6. The film strips were run at rather a fast speed for good comprehension, the first book report wasn't as easy as writting one would have been, working the studying a text book was rather hard because there were some things I didn't understand fully.
7. Spelling
8. None
9. Personally I did not detect any weaknesses in any materials presented.
10. Blank
11. Need more time in class to do mine class work or word builders
12. To much outside work could lead a student into not doing it because of the spare time and work they want for themselve especially if married or employed
13. Blank
14. None
15. None
16. None
17. Do not help you get a degree in this course

List the course strengths:

1. Course strength my reading and my (words) and my skills
2. Improve reading skills, help with other subjects, makes you displine yourself.
3. This is a very good course and it has helped me alot. The power builders are the main strength.
4. learn how to master a texbook, learn how to write a outline, I learn things that I knew that I couldn't do
5. It help me to widen my vocabulary. It help me to understand the meaning of word I didnot know, I have been helped in outlining and pronouncing word.
6. The strength of this class are the following, the power builders, the time readings, the pacing drills, the second book report was very easy, the how to study guide was very good.
7. Studying textbook
8. it help me to improve my reading skill
9. The power builder, and the challenging of the time reading tests.
10. Blank
11. Need more time in class to do things
12. It help me to think a little bit better. It help me to study a little better in taking notes for other classes. and it help me to spend a little more time studying on a subject.
13. concerning for each student
14. Provides good information
15. It has helped me to learn how to cover more material in a shorter time. It has made me understand more and to read faster.
16. Blank
17. help your improve your grades in other course.

Suggest improvement that could be made:

1. I wish the student work together as a group.
2. better projector, more assignment in the how to study and studying a textbook because they don't interfere with other class because you use time together like killing two birds with one stone.
3. To do more of the time readings in class. Tell student's the first day how many power builders they have to do and how they are suppose to do them.
4. improvement could be made in my reading a hold lot of improvement.
5. I would suggest that more film strip be shown and more up to date material be furnish for the teaching of this course.
6. have film strips slowed down, have book reports written or have questions on card like our last one was.
7. Some reading and spelling
8. none comes to mind
9. the students would be more apt to except a second period in improving his reading skills if there was a way to show that he was making positive progress and not just being retained to do his work over in a second attempt... I personally spent too much time in reading just to earn 3 hours credit.
10. Blank
11. Need more time to do things.
12. More work to be done in class and not to much outside class. More things in class that we study should be more interesting.
13. I honestly can't think of any.
14. None
15. Less power builders
16. less work
17. Let the student work on their weak subject. Do what you want to help you.

Course Evaluation by Students

Reading and Study Skills

Winter 1981

1. Which of the following was your most important reasons for selecting this course?
   - 1 a. Advisor's recommendation
   - 1 b. Subject was of interest
   - 1 c. Felt a weakness in this area
   - 0 d. Did not feel I could succeed in the first college course.

2. What grade do you expect to get from this course?

2	a. A	0	c. C	0	e. F
1	b. B	0	d. D	0	f. No answer

3. What percentage of class meetings did you attend?

0	a. 0 - 20	0	c. 40 - 60	2	e. 80 - 100
0	b. 20 - 40	1	d. 50 - 80	0	f. No answer

4. How many hours per week did you devote to this course outside of class?

0	a. 0 - 2	0	c. 6 - 8	2	e. 12 or more
0	b. 2 - 5	1	d. 9 - 11	0	f. No answer

In the items below, estimate how frequently you feel the following occured.

a. almost never
b. occasionally
c. often
d. almost always
e. does not apply to my course

5. Students are encouraged to think for themselves.

0	a.	3	c.	0	e.
0	b.	0	d.	0	f. No answer

6. Questions from students are welcome.

0	a.	0	c.	0	e.
0	b.	3	d.	0	f. No answer

7. Information was presented to students in a clear, understandable manner.

0	a.	1	c.	0	e.
0	b.	2	d.	0	f. No answer

8. Tests covered only the material covered in class.

0	a.	0	c.	1	e.
0	b.	2	d.	0	f. No answer

9. Questions were answered in an informative, polite way.

0	a.	1	c.	0	e.
0	b.	2	d.	0	f. No answer

10. Materials used in this course were interesting and informative.

0	a.	2	c.	0	e.
0	b.	1	d.	0	f. No answer

11. I feel free to express my opinions.

0	a.	2	c.	0	e.
0	b.	1	d.	0	f. No answer

12. The materials presented in the class were above my understanding.

2 a.	0 c.	0 e.
1 b.	0 d.	0 f. No answer

13. Skills gained in the class were those skills I needed.

0 a.	1 c.	0 e.
0 b.	2 d.	0 f. No answer

14. I have developed more realistic goals for my life.

0 a.	1 c.	0 e.
0 b.	2 d.	0 f. No answer

15. I feel that I can be successful in an English and/or math class.

0 a.	0 c.	0 e.
0 b.	3 d.	0 f. No answer

16. I have a better understanding of my strengths and weaknesses as a student.

0 a.	1 c.	0 e.
0 b.	2 d.	0 f. No answer

17. I feel better about myself as a student.

0 a.	1 c.	0 e.
0 b.	2 d.	0 f. No answer

18. Assigned work was appropriate and helped me to improve my skills.

0 a.	1 c.	0 e.
0 b.	2 d.	0 f. No answer

19. The class was enjoyable and made me want to learn more.

0 a.	0 c.	0 e.
1 b.	2 d.	0 f. No answer

20. Materials used in the course were useful and understandable.

0 a.	2 c.	0 e.
0 b.	1 d.	0 f. No answer

21. The teacher was understanding and ready to help.

0 a.	0 c.	0 e.
1 b.	2 d.	0 f. No answer

Things I disliked about the course are: 106

1. Nothing to be for real about it.
2. Too much outside work
3. The things I disliked was that sometimes I felt like I was given too much work to do at home. That I didn't have enough time in class to work on my class assignments.

Things I liked best about the course are:

1. The things I like best that you didn't pressure me to do something.
2. Time Readings, vocabulary words.
3. Everything about it was of interest

Improvements that I feel could be made are:

1. No comment.
2. Give student enough time to cover material assignment
3. Should allow more time in class for class work.

Fall 80

Total evaluations 46

Course Evaluation by Students

1. Which of the following was your most important reasons for selecting this course?

25	a.	Advisor's recommendation
10	b.	Subject was of interest
13	c.	Felt a weakness in this area
0	d.	Did not feel I could succeed in the first college course

2. What grade do you expect to get from this course?

15	a.	A	7	c.	C	0	e. F
23	b.	B	1	d.	D		

3. What grade do you feel you deserve?

18	a.	A	8	c.	C	0	e. F
20	b.	B	1	d.	D		

4. What percentage of class meetings did you attend?

0	a.	0 - 20	1	c.	40 - 60	42	e. 80 - 100
1	b.	20 - 40	1	d.	60 - 80		

5. How many hours per week did you devote to this course outside of class?

14	a.	0 - 2	9	c.	6 - 8	3	e. 12 or more
18	b.	2 - 5	2	d.	9 - 11		

In the items below, estimate how frequently you feel the following occured:

a. almost never
b. infrequently
c. occasionally
d. often
e. almost alway
f. does not apply to my course

6. Students were encouraged to think for themselves.

1	a.	almost never	8	d.	often
0	b.	infrequently	34	e.	almost always
2	c.	occasionally	0	f.	does not apply to my course

7. Student questions were welcome.

0	a.	almost never		d.	often
0	b.	infrequently		e.	almost always
0	c.	occasionally	0	f.	does not apply to my course

8. Information was presented to students in a clear, concise manner.

0	a.	almost never	11	d.	often
1	b.	infrequently	34	e.	almost always
0	c.	occasionally	0	f.	does not apply to my course

9. Test covered only the material covered in class.

1	a.	almost never	3	d.	often
0	b.	infrequently	29	e.	almost always
1	c.	occasionally	10	f.	does not apply to my course

10. Questions were answered in an informative polite way.

0	a.	almost never	2	d.	often
0	b.	infrequently	42	e.	almost always
2	c.	occasionally	0	f.	does not apply to my course

11. Materials selected in this course were interesting and informative.

1	a. almost never	14	d. often
0	b. infrequently	25	e. almost always
6	c. occasionally	0	f. does not apply to my course

12. I feel free to express my opinions.

1	a. almost never	7	d. often
3	b. infrequently	29	e. almost always
5	c. occasionally	1	f. does not apply to my course

13. The material presented in the class was above my understanding.

23	a. almost never	1	d. often
13	b. infrequently	2	e. almost always
7	c. occasionally	0	f. does not apply to my course

14. Skills gained in the class were those skills I needed.

0	a. almost never	5	d. often
1	b. infrequently	36	e. almost always
4	c. occasionally	0	f. does not apply to my course

15. I have developed more realistic goals for my life.

1	a. almost never	3	d. often
0	b. infrequently	19	e. almost always
4	c. occasionally	12	f. does not apply to my course

16. I feel better about myself as a student.

0	a. almost never	7	d. often
1	b. infrequently	28	e. almost always
6	c. occasionally	4	f. does not apply to my course

17. Assigned work was appropriate and helped me to improve my skills

0	a. almost never	6	d. often
0	b. infrequently	34	e. almost always
4	c. occasionally	2	f. does not apply to my course

18. The class was enjoyable and made me want to learn more.

1	a. almost never	13	d. often
1	b. infrequently	28	e. almost always
2	c. occasionally	0	f. does not apply to my course

19. Materials used in the course were useful and understandable.

0	a. almost never	9	d. often
0	b. infrequently	36	e. almost always
1	c. occasionally	0	f. does not apply to my course

20. The teacher was understanding and ready to help.

0	a. almost never	1	d. often
0	b. infrequently	44	e. almost always
1	c. occasionally	0	f. does not apply to my course

Evaluation of Off-campus Courses

Course Evaluation by Students

MAT 1101
Tiptonville Spring 81

1. Which of the following was your most important reasons for selecting this course?
   - 6 a. Advisor's recommendation
   - 3 b. Subject was of interest
   - 1 c. Felt a weakness in this area
   - 0 d. Did not feel I could succeed in the first college course.
   - 5 e. No answer

2. What grade do you expect to get from this course?

4 a.	A	5 c.	C	3 e.	F
1 b.	B	1 d.	D	1 f.	No answer

3. What percentage of class meetings did you attend?

0 a.	0 - 20	2 c.	40 - 60	12 e.	80 - 100
1 b.	20 - 40	0 d.	50 - 80	0 f.	No answer

4. How many hours per week did you devote to this course outside of class?

1 a.	0 - 2	2 c.	6 - 8	2 e.	12 or more
9 b.	2 - 5	1 d.	9 - 11	0 f.	No answer

In the items below, estimate how frequently you feel the following occured.
a. almost never b. occasionally c. often d. almost always e. does not apply to my course

5. Students are encouraged to think for themselves.

0 a.		5 c.		0 e.	
1 b.		9 d.		0 f.	No answer

6. Questions from students are welcome.

0 a.		6 c.		0 e.	
1 b.		8 d.		0 f.	No answer

7. Information was presented to students in a clear, understandable manner.

0 a.		1 c.		0 e.	
4 b.		10 d.		0 f.	No answer

8. Tests covered only the material covered in class.

0 a.		2 c.		0 e.	
1 b.		12 d.		0 f.	No answer

9. Questions were answered in an informative, polite way.

0 a.		1 c.		0 e.	
0 b.		14 d.		0 f.	No answer

10. Materials used in this course were interesting and informative.

1 a.		3 c.		2 e.	
3 b.		6 d.		0 f.	No answer

11. I feel free to express my opinions.

1 a.		1 c.		0 e.	
3 b.		10 d.		0 f.	No answer

12. The materials presented in the class were above my understanding.

3 a.	5 c.	0 e.
3 b.	4 d.	0 f. No answer

13. Skills gained in the class were those skills I needed.

3 a.	4 c.	1 e.
4 b.	3 d.	0 f. No answer

14. I have developed more realistic goals for my life.

0 a.	5 c.	4 e.
1 b.	5 d.	0 f. No answer

15. I feel that I can be successful in an English and/or math class.

3 a.	4 c.	0 e.
0 b.	9 d.	0 f. No answer

16. I have a better understanding of my strengths and weaknesses as a student.

1 a.	4 c.	1 e.
2 b.	7 d.	0 f. No answer

17. I feel better about myself as a student.

1 a.	4 c.	0 e.
1 b.	9 d.	0 f. No answer

18. Assigned work was appropriate and helped me to improve my skills.

1 a.	2 c.	0 e.
3 b.	9 d.	0 f. No answer

19. The class was enjoyable and made me want to learn more.

2 a.	5 c.	0 e.
3 b.	5 d.	0 f. No answer

20. Materials used in the course were useful and understandable.

3 a.	1 c.	1 e.
6 b.	4 d.	0 f. No answer

21. The teacher was understanding and ready to help.

0 a.	1 c.	0 e.
0 b.	14 d.	0 f. No answer

1. I believe the booklet used was not as well prepared for my specific understanding and feel that Program Algebra would be a better choice of book for the course. I do feel that the teacher made great efforts to overcome this problem though.
2. No Answer
3. Some of the teacher and some of the rules for some classes. And all the homework that the teachers assign for the student. and some of the class hours.
4. No answer.
5. The text is changed from my old ways of evaulation in high school. It is more complicated. Elementary Algebra 3rd Edition/moon.Davis
6. It is ok!.
7. Math is a subject that I just can't get into. Plus too where, I'm at don't help either.
8. Material covered too fast, by the time I can barely grasp one thing, something else is covered which leaves one knowing neither. If your good in Algebra, your alright, if not your chances are slim in making it.
9. [illegible] No study hall, there is no way to get a tutor to help when you can't use the only quiet room in this place to study in.
10. No answer.
11. No answer.
12. I do not understand the material and at the pace we go I doubt, I am apt to learn since I am in doubt now. over my head.
13. Just the place it was being taught at. It would be better if we could have went to Dyersburg State.
14. Everything because I feel they were not helpful to me because I couldnt understand the material.
15. I really can't find anything I dislike, except for the location of the classes, and the invironment I am surounded by.

Things I liked best about the course are:

1. That it was able to help me improve in my algebraiac skills. It was a more thourough coarse of algebra than I had previously taken and tremendously help me to remember what algebra I had taken before and give me a basic ground work to do better in algebra in the future.
2. No answer
3. It help me to prepare myself for society and its also help me individual. I have learn a lots from these courses.
4. I enjoy any kind of mathematic class tri-., alg., etc.. I enjoyed the attitud of our teacher.
5. The teacher. He has the ability to want you to learn. (a snese of humor can give a person a chance open up his mind in a class. Even a joke on a test makes a person feel different about the test.
6. Nothing.
7. Learning a little more about the use of figures.
8. Classes end early alot you feel at ease in the class-the insturctor isn't too tough.
9. ~~XXXXXX~~ One thing I like about this course is how it has helped me to understand mathmatics and the teacher was really understanding about how I was a little slow to catch on at first.
10. Teacher, subject matter, reasonable test, plenty of opportunity for make-up
11. No answer.
12. The colorful teacher.
13. I enjoyed the course and the teacher who taught it.
14. The way you tried to explain things to me and you took a personal interest in some people.
15. It was fun, and most of all challanging and gives me a goal to work for.

Improvements that I feel could be made are:

1. Change book to a Programmed Algebra Book, more individualized training time. slow the course down to a level that the majority of the class can understand sections covered before moving to new areas of study. Organize potential honor students to help more in tutoring slow learners.
2. No answer.
3. I think that some of the teachers could improve some of the classes by understanding the student, and paying more attention to their position and disposition. and I think that some of the students could improve theirselves by putting more interest in their classes and the r work.
4. Due to uncontrolable circumstances here!!! I thank that a precourse test might help the student who is thanking of taking this course, because there are alot of people here who need more fundimentals of math before intering this course. and this does not help a student unless he can stay up with the class.
5. The above statement and resort to the old method of algebra evaluation as you see in old high school text.
6. Slow down on material covered in a class.
7. Not so much homework at once. Need to give small lesson and try to get the people to understand what you have assigned to them. Plus we need more privacy from the officer and rest of the people who are in here. Keep the Keep the intercom need to be turn off while having classes.
8. Subject should be covered more slower - class room conditions made better.
9. A study room!!!
10. Study room, has been put off limits, we need this study room for tutoring and studying
11. No answer.
12. Go slower and work in one on one sessions. After the material covered has been gone over thorough. More material worked on black board. Less test until material covered is understood.
13. Class would be better if we could attend Dyersburg State instead of having the teachers come here to the institution. I believe I could learn alot more and really enjoy going to college if we could be in a regular college class at Dyersburg STate.
14. Seperate desks, better class arrangement.
15. a better class arrangement, an adequte blackboard, the acustics are very bad.

Course Evaluation by Students

Communications
Tiptonville Spr. 81

1. Which of the following was your most important reasons for selecting this course?
   - 11 a. Advisor's recommendation
   - 1 b. Subject was of interest
   - 7 c. Felt a weakness in this area
   - 0 d. Did not feel I could succeed in the first college course.

2. What grade do you expect to get from this course?

4	a. A	7	c. C	0	e. F
7	b. B	1	d. D	0	f. No answer

3. What percentage of class meetings did you attend?

0	a. 0 - 20	0	c. 40 - 60	19	e. 80 - 100
0	b. 20 - 40	0	d. 50 - 80	0	f. No answer

4. How many hours per week did you devote to this course outside of class?

1	a. 0 - 2	6	c. 6 - 8	3	e. 12 or more
6	b. 2 - 5	3	d. 9 - 11	0	f. No answer

In the items below, estimate how frequently you feel the following occured.
a. almost never
b. occasionally
c. often
d. almost always
e. does not apply to my course

5. Students are encouraged to think for themselves.

0	a.	4	c.	0	e.
0	b.	14	d.	1	f. No answer

6. Questions from students are welcome.

0	a.	1	c.	0	e.
0	b.	17	d.	1	f. No answer

7. Information was presented to students in a clear, understandable manner.

0	a.	4	c.	0	e.
0	b.	14	d.	1	f. No answer

8. Tests covered only the material covered in class.

0	a.	5	c.	0	e.
1	b.	12	d.	1	f. No answer

9. Questions were answered in an informative, polite way.

0	a.	2	c.	0	e.
0	b.	16	d.	1	f. No answer

10. Materials used in this course were interesting and informative.

0	a.	5	c.	1	e.
3	b.	9	d.	1	f. No answer

11. I feel free to express my opinions.

1	a.	1	c.	0	e.
1	b.	15	d.	1	f. No answer

12. The materials presented in the class were above my understanding.

7 a.	0 c.	0 e.
7 b.	4 d.	1 f. No answer

13. Skills gained in the class were those skills I needed.

1 a.	4 c.	0 e.
1 b.	12 d.	1 f. No answer

14. I have developed more realistic goals for my life.

0 a.	2 c.	6 e.
1 b.	9 d.	1 f. No answer

15. I feel that I can be successful in an English and/or math class.

0 a.	7 c.	0 e.
2 b.	9 d.	1 f. No answer

16. I have a better understanding of my strengths and weaknesses as a student.

0 a.	5 c.	3 e.
0 b.	10 d.	1 f. No answer

17. I feel better about myself as a student.

0 a.	2 c.	4 e.
1 b.	11 d.	1 f. No answer

18. Assigned work was appropriate and helped me to improve my skills.

0 a.	2 c.	0 e.
2 b.	17 d.	1 f. No answer

19. The class was enjoyable and made me want to learn more.

0 a.	6 c.	0 e.
2 b.	10 d.	1 f. No answer

20. Materials used in the course were useful and understandable.

0 a.	2 c.	1 e.
2 b.	13 d.	1 f. No answer

21. The teacher was understanding and ready to help.

0 a.	0 c.	0 e.
0 b.	18 d.	1 f. No answer

Things I disliked about the course are:

1. There was too much homework assigned - you have other courses & I had to devote most of my time to English - a little less homework would be helpful.
2. No study hall!! It is impossible to try to study with a guard such as Stover on duty. He is illiterate and thinks that convicts should not get anything free, and that includes an education.
3. Too much homework, time consuming.
4. The long hours.
5. The things I dislike about the course is the teacher gives too much homework and the hours that the teacher comes.
6. No answer.
7. The whole course.
8. Too much bookwork
9. I though we had an excessive amount of homework. The work in the spelling 1500 workbook and the green vocabulary book was really unnecessary, you could learn just as much studying the words without doing workbook.
10. The environment or surroundings are very bad
11. Nothing
12. Nothing
13. Had to cover more material than could fully grasp at one time.
14. No answer.
15. Need better class room
16. Nothing - too much work
17. Only the work in large amounts that is all.
18. Had to get up too early in the morning.
19. No answer.

Things I liked best about the course are:

1. Practice drills in class really helped for after we were through we'd go over them and the teacher would explain. He'd listen to your explanation of a problem and explain why your wrong and if your right, would coax you to try to do better. Mr. Strong xxxxxx is a very good instructor and I wish I had more like him.
2. The teacher helps you alot. He will go out of his way to give you a hand.
3. Good teacher. helped us to use dictionary.
4. Nothing.
5. That it me with my voc. and it is an easy subject.
6. No answer
7. None
8. Teacher and way material was presented.
9. The challenge of the course. Now I feel as if I have learned quite a bit about vocabulary. Learned how to use different words correctly. Increased my vocabulary.
10. No answer.
11. The teacher, I really enjoyed the class.
12. The continous exercises given in class, and the teacher teaches in a manner that's easy to understand.
13. I was able to improve my words skills and english.
14. No answer.
15. Learn to spellxxxxxxxxxxxxx
16. It is all ok.
17. Helping my writing and spelling
18. I felt I was liking in my spelling and I feel that it better.
19. No answer.

Improvements that I feel could be made are:

1. Here at Lake County the classroom is too small and with better seating arrangements it would help a great deal. Plus the hatred from guards just because we are locked up is really a burden when it comes to our school work because they make it harder on us just because we are college students.
2. Get a study hall.
3. Study room, not available to us, we need this to tutor each other. Officer Stover, does his all to discourage us from studying, ridecule, harrassment and put study room off limits.
4. Better working place. like the chairs.
5. The hours of the class and less homework.
6. No answer
7. I just hate English.
8. Less work and so many workbooks
9. Less homework
10. No answer
11. None
12. No answer
13. Slow coarse down and alow more time to grasp material covered.
14. No answer
15. Need a better place to hold class.
16. Little less homework.
17. More humor in the classroom and everyone having respect for everyone.
18. If a person wanted to learn the way the class is going this is the best way
19. No answer.

Course Evaluation by Students at Ft. Pillow
Correctional Institution

Course Evaluation by Students

Fort Pillow
Winter 1981
Wayne Douglas

1. Which of the following was your most important reasons for selecting this course?
   - 4 a. Advisor's recommendation
   - 2 b. Subject was of interest
   - 12 c. Felt a weakness in this area
   - 0 d. Did not feel I could succeed in the first college course.

2. What grade do you expect to get from this course?

6 a.	A	5 c.	C	0 e.	F
7 b.	B	0 d.	D	0 f.	No answer

3. What percentage of class meetings did you attend?

0 a.	0 - 20	0 c.	40 - 60	17 e.	80 - 100
0 b.	20 - 40	1 d.	50 - 80	0 f.	No answer

4. How many hours per week did you devote to this course outside of class?

5 a.	0 - 2	5 c.	6 - 8	1 e.	12 or more
6 b.	2 - 5	1 d.	9 - 11	0 f.	No answer

In the items below, estimate how frequently you feel the following occured.
a. almost never
b. occasionally
c. often
d. almost always
e. does not apply to my course

5. Students are encouraged to think for themselves.

0 a.		8 c.		0 e.	
0 b.		10 d.		0 f.	No answer

6. Questions from students are welcome.

1 a.		6 c.		0 e.	
0 b.		11 d.		0 f.	No answer

7. Information was presented to students in a clear, understandable manner.

0 a.		4 c.		0 e.	
2 b.		12 d.		0 f.	No answer

8. Tests covered only the material covered in class.

0 a.		2 c.		1 e.	
0 b.		15 d.		0 f.	No answer

9. Questions were answered in an informative, polite way.

0 a.		4 c.		1 e.	
1 b.		12 d.		0 f.	No answer

10. Materials used in this course were interesting and informative.

0 a.		4 c.		1 e.	
1 b.		12 d.		0 f.	No answer

11. I feel free to express my opinions.

0 a.		4 c.		0 e.	
1 b.		13 d.		0 f.	No answer

12. The materials presented in the class were above my understanding.

10 a.	0 c.	1 e.
7 b.	0 d.	0 f. No answer

13. Skills gained in the class were those skills I needed.

0 a.	5 c.	0 e.
0 b.	13 d.	0 f. No answer

14. I have developed more realistic goals for my life.

0 a.	6 c.	6 e.
1 b.	5 d.	0 f. No answer

15. I feel that I can be successful in an English and/or math class.

0 a.	5 c.	2 e.
3 b.	8 d.	0 f. No answer

16. I have a better understanding of my strengths and weaknesses as a student.

0 a.	8 c.	2 e.
1 b.	9 d.	0 f. No answer

17. I feel better about myself as a student.

0 a.	7 c.	1 e.
0 b.	10 d.	0 f. No answer

18. Assigned work was appropriate and helped me to improve my skills.

0 a.	4 c.	0 e.
0 b.	14 d.	0 f. No answer

19. The class was enjoyable and made me want to learn more.

a.	6 c.	0 e.
1 b.	11 d.	0 f. No answer

20. Materials used in the course were useful and understandable.

0 a.	5 c.	0 e.
2 b.	11 d.	0 f. No answer

21. The teacher was understanding and ready to help.

0 a.	3 c.	0 e.
0 b.	15 d.	0 f. No answer

Things I disliked about the course are:

1. Nothing
2. Blank
3. First and I feel emportant is that the teacher (name withheld. Please) was very understandable in dealing with how words are broken down into syllables, with to myself is one of my weakness. All out, it is a good class.
4. I can't think of anything I disliked about the course because the vocabulary part and the spelling part is what I need most.
5. Blank
6. Practically nothing that I can thnink of since I really need everything that is offered in this course.
7. Blank
8. I dislike studing in any course.
9. Blank
10. desk was to small
11. None!
12. There was not one thing I didn't like about the course.
13. I disliked the fact that the class didn't last long enough and that spelling test were not given more often.
14. At this point and time I can't find any part of the course that I disliked. In fact English is a very good subject, if you have someone who will try and help you o understand it.
15. Everything was up to par
16. There was nothing about this class I disliked.
17. None
18. They should have been longer, because I like learning words.

Things I liked best about the course are:

1. The books that we study from, and you get to keep the books.
2. The material used in this class coincided with my weaknesses in spelling and vocabulary. This course was interesting and creative in form, instructions, and participation. The study of Greek and Latin derivatives were greatly beneficial in understanding and associating meanings to various words.
3. Greek vocabulary, and there meanings.
4. learning to pronounce words properly
5. Was building my vocabulary and my spelling skills. I made a great improvement in understanding words and there meaning. I liked the way the class was taught.
6. The better understanding of words and their meanings also their spelling and pronounciation.
7. the time I spent in the class I learn more about spelling and vocabulary word latin word roots.
8. The thing I like best is it made a better speller out of me
9. I like the understanding of prefix, suffix and how the words came from other languages; Greek, Latin, German, etc.
10. Book that was used for the class and the way the class was conducted.
11. Increased my vocabulary, and the teaching methods.
12. The way the teacher made the word more fun. The way the teacher took the time to understanding us. The way the teacher act more like one of us.
13. It helped me towards enhancing my vocabulary and the course has gotten me familiar with a lot of words that I didn't know of.
14. Our teacher was very good, the class hours are alright and in overall general the course was a great learning experience for me.
15. We could express ourselfs freely and not being put under pressure.
16. The thing I liked best was vocabulary
17. Help I received in learning to use words and know their meaning.
18. Words mean difference things in difference environment.

Improvements that I feel could be made are:

1. No, I don't think there's any to be made here.
2. Blank
3. Fine with me, as they are.
4. studing more
5. Blank
6. My improvements in word meanings, spelling and word pronounciation.
7. Blank
8. I think the books could be improved
9. study on more vocabulary and writing short bookreport, per se.
10. Blank
11. Please! order hard back books.
12. No improvements are need in this class
13. The improvements I feel could be made is that there should be more spelling tests.
14. To improve this course would be very hard. I feel that a serious change in the program would hurt, rather than help this course. But I'm sure that if some type of improvement could be thought of, the teacher would do his best to make it work, for the betterment of his students.
15. Due to all negative things everything was as good as expected.
16. I feel the class was complete and needs no improvements.
17. None in particular
18. None.

Elementary Algebra Ft. Pillow Winter 81 128 Larry Keene

Course Evaluation by Students

Tally Sheet

1. Which of the following was your most important reasons for selecting this course?
   - 0 a. Advisor's recommendation
   - 6 b. Subject was of interest
   - 14 c. Felt a weakness in this area
   - 1 d. Did not feel I could succeed in the first college course.

2. What grade do you expect to get from this course?

4	a. A	7	c. C	0	e. F
7	b. B	3	d. D	0	f. No answer

3. What percentage of class meetings did you attend?

0	a. 0 - 20	0	c. 40 - 60	17	e. 80 - 100
0	b. 20 - 40	4	d. 50 - 80	0	f. No answer

4. How many hours per week did you devote to this course outside of class?

1	a. 0 - 2	6	c. 6 - 8	0	e. 12 or more
11	b. 2 - 5	3	d. 9 - 11	0	f. No answer

the items below, estimate how frequently you feel the following occured.
a. almost never
b. occasionally
c. often
d. almost always
e. does not apply to my course

5. Students are encouraged to think for themselves.

0	a.	10	c.	0	e.
2	b.	9	d.	6	f. No answer

6. Questions from students are welcome.

0	a.	4	c.	0	e.
1	b.	16	d.	0	f. No answer

7. Information was presented to students in a clear, understandable manner.

0	a.	3	c.	0	e.
0	b.	18	d.	0	f. No answer

8. Tests covered only the material covered in class.

0	a.	4	c.	0	e.
0	b.	17	d.	0	f. No answer

9. Questions were answered in an informative, polite way.

0	a.	4	c.	0	e.
0	b.	17	d.	0	f. No answer

10. Materials used in this course were interesting and informative.

0	a.	4	c.	1	e.
1	b.	15	d.	0	f. No answer

11. I feel free to express my opinions.

0	a.	4	c.	0	e.
4	b.	13	d.	0	f. No answer

12. The materials presented in the class were above my understanding.

10 a.	4 c.	0 e.
6 b.	1 d.	0 f. No answer

13. Skills gained in the class were those skills I needed.

0 a.	6 c.	0 e.
4 b.	11 d.	0 f. No answer

14. I have developed more realistic goals for my life.

0 a.	4 c.	6 e.
4 b.	7 d.	0 f. No answer

15. I feel that I can be successful in an English and/or math class.

6 a.	6 c.	1 e.
4 b.	10 d.	0 f. No answer

16. I have a better understanding of my strengths and weaknesses as a student.

0 a.	7 c.	1 e.
2 b.	11 d.	0 f. No answer

17. I feel better about myself as a student.

0 a.	6 c.	1 e.
2 b.	12 d.	0 f. No answer

18. Assigned work was appropriate and helped me to improve my skills.

0 a.	5 c.	0 e.
0 b.	16 d.	0 f. No answer

19. The class was enjoyable and made me want to learn more.

0 a.	6 c.	0 e.
1 b.	14 d.	0 f. No answer

20. Materials used in the course were useful and understandable.

0 a.	5 c.	1 e.
1 b.	14 d.	0 f. No answer

21. The teacher was understanding and ready to help.

0 a.	3 c.	0 e.
0 b.	18 d.	0 f. No answer

Things I disliked about the course are:

1. I really didn't dislike anything at all about it except maybe I could have myself better.
2. Location prison
3. There's nothing I disliked about the class
4. The one thing I dislike about the course is the fact that we have to move so fast, but I guess this is due to the fact that I've never attended college before, and plus math is my weakest subject; also that the instructor has to move fast in order to complete the course.
5. I don't dislike anything
6. The quarter in itself should be a little longer so the class as a whole can complete more of the book (algebra).
7. None.
8. There was only one class during the week and it was three hours long.
9. There's really nothing I dislike.
10. Blank
11. The surrounding which I'm in affected much on my capabilities
12. There were none!
13. none
14. homework
15. nothing
16. lack of comprehension
17. blank
18. I like the course very much and there was not a thing I didn't like
19. none.
20. didn't go as far as I though we would
21. I do not dislike anything about the course

Things I liked best about the course are:

1. The teacher and learning things that will help me later in my college program.
2. blank
3. Learning
4. I feel great when I have learned how to work problems on my own, and also the all the patience given by the instructor even though I felt I needed more time on certain phases of the course.
5. just learning about algebra is what I needed
6. The teacher was very understandable, and if questions ask, he will go in complete details explaining as he goes along, and makes sure everyone sees the problems in full.
7. I finally have building blocks to progress in mathematics; a subject that I greatly enjoy.
8. The instructor, he was informative and friendly
9. The way the teacher took time to explain the things students seem to have difficulty in and made sure we understood before moving on.
10. blank
11. Refreshed my memories on some things I needed to know for future uses.
12. I liked the work that was done in this course.
13. It enable me to understand more about the course.
14. The way it was presented
15. Fractions, exponial expressions
16. knowing when I've learned more
17. gaining more skills as I go
18. was the teacher did a good job at teaching the class and made it a lot fun
19. Instructors ability, interesting problems
20. It is very understanding, the instructor is willing to help when you don't fully understand
21. It was very helpful in my study in Algebra. I didn't realize this course could be so challenging, or to say so helpful. I like the course because I've learned a lots out of it.

Improvements that I feel could be made are:

1. I think all the improvements that could be made are by me in my work.
2. blank
3. none needed
4. a different time table for the classes such as being held in the afternoon.
5. studing more and try to make higher grade
6. None I can call, except, longer quarters for Algebra.
7. A little faster paced. Not much but for those that want to progress a little faster, maybe some extra, and harder problems to work.
8. Increase the days the course is offered, not the hours
9. Maybe we could have better facilities with the class not being so crowded
10. blank
11. Class to move, to say, a campus or more understanding surroundings
12. The course is fine the way it is.
13. In the textbook
14. None
15. exponial expressions
16. areas of relating to studies
17. blank
18. None
19. None
20. No comment
21. I don't know of any that should be made except we need a female teacher here so that the participation in the program could expand

APPENDIX F

BOOK REVIEWS AND BIOGRAPHICS

Book Reviews:

1. Find the year your book was published
2. Know your author's name.
3. Know the book's title.
4. Use any of the following reference books.

    a. BOOK REVIEW DIGEST
    b. BOOK REVIEW INDEX
    c. AMERICAN HISTORICAL REVIEW INDEX
    d. SOUTHERN HISTORICAL REVIEW INDEX
    e. FIFTY YEAR INDEX TO MISSISSIPPI VALLEY HISTORICAL REVIEW
    f. LIBRARY JOURNAL BOOK REVIEWS

5. Pick the index that covers the year that your book was published.
6. Look up the author by his or her last name.
7. Find the title of your book by the author's name. (If you do not find your book, look in the index in the year following your book's publication date or two years following the publication date.)

The entry may look like this:

Mather, Berkely. SNOWLINE.

Library J 98:2342 Ag '73

8. Write down this information.
9. Go to the periodicals listing on top of the microfilm cabinet.
10. Look up the periodical alphabetically by title. This will tell you:
    a. If the library owns the periodical
    b. If the library has the date of the periodical that you want
    c. If the periodical is bound or on microfilm
11. Find your periodical in the microfilm cabinet or on the bound

Author:

1. Know the author's full name and look up his or her name by their last name.

2. Your author may be living or dead.

If he or she is living use these reference books.

a. CONTEMPORARY AUTHORS Ref. Z 1224.C6
Use the index at the end of this set. It is much easier to find the volume where your author is listed.

b. DIRECTORY OF AMERICAN SCHOLARS LA 2311.C32

c. WHO'S WHO DA 28.W6

d. WHO'S WHO IN AMERICA E 176.W642

e. WHO'S WHO AMONG BLACK AMERICANS E 185.96W52 1977

f. CURRENT BIOGRAPHY CT 100.C8

If the author is no longer living use these reference books:

a. DICTIONARY OF AMERICAN BIOGRAPHY E 176.D563

b. DICTIONARY OF NATIONAL BIOGRAPHY DA 28.D47

c. WHO WAS WHO IN AMERICA E 176.W64

d. WHO WAS WHO DA 28.W65

e. FIFTY YEAR INDEX OF THE MISSISSIPPI VALLEY HISTORICAL REVIEW obituaries

f. JOURNAL OF SOUTHERN HISTORY INDEX obituaries

g. AMERICAN HISTORICAL REVIEW INDEX obituaries

If you have used all of these resources and can not find your review or the biographical sketch of your author, then ask a library staff member for assistance.

APPENDIX G

COPIES OF THE EDUCATIONAL RESOURCES BULLETINS

TOPICS :

Messages from your Librarian and Media Specialist

The Satellite Materials Production Center
"The Visualmaker"
Getting the most out of your cassettes and players

Volume II, Number 1, 1981

EDUCATIONAL RESOURCES BULLETIN

This is the first issue of the Educational Resources Bulletin, Volume II. Your librarian and Kent did a good job with Volume I of this bulletin and we will attempt to continue the good work and keep you informed as to what you have available in the audio-visual department and what help and services we can provide in the media center to aid in your all important instructional duties.

If you have noticed a new face among the projectors and cassette players, it is probably mine. My name is Barbara Walker, and I live in Ripley. I have been associated with DSCC for several years as adjunct faculty. Now I will be on campus in the position of media specialist and I look forward to working with each of you.

MESSAGE FROM THE LIBRARIAN

WHAT'S NEW IN THE LIBRARY

There's a new look in the library these days. We have moved office space, added signs, and created space for a career center. Below I have listed the changes and I would like for you to come by and look us over.

1. There are now shelf ranges on the ends of the stacks.

2. Nell Messimer and Barbara Walker share an office where the media production room was. Also, Nell does all cataloging in this room and new books are stored there until they are ready for the shelves.

3. The back storage room is now the media center. Here all software and hardware are stored. This is also where media production begins with the help of Barbara Walker.

4. Other changes will be coming in the future. This is to increase efficiency of service to the student and to the faculty. Any suggestions which you might make will be considered helpful and will be given our full consideration.

See you in the Library!

NEED IDEAS OR GRAPHICS?

Sometime when developing a course of study or a seminar you may get the feeling that it could use a little extra touch - perhaps a little visual excitement, so to speak. When that is the case, please get in touch with your media specialist. We might come up with just what you need. A fresh approach or new idea may help.

SATELLITE MATERIAL PRODUCTION CENTER FOR FACULTY USE

We are acquiring the capabilities to have a satellite materials production center in the audio-visual room in the library. During this and later bulletins we will be giving you the specifics on various equipment in this area, beginning with.....

THE KODAK EKTAGRAPHIC VISUAL MAKER

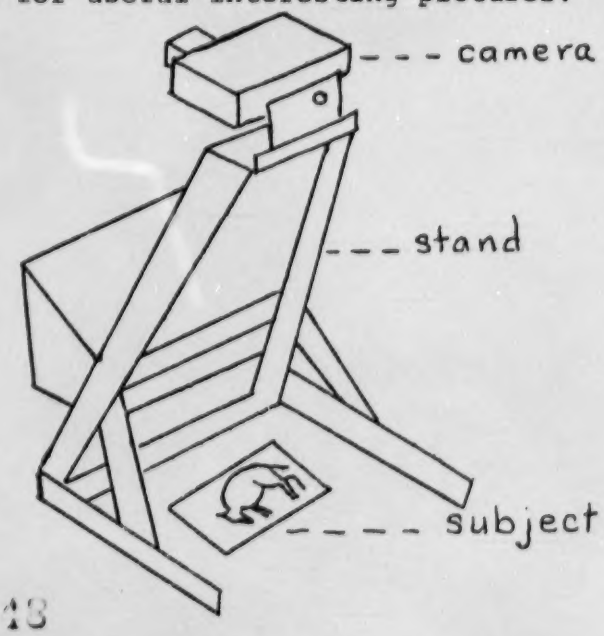
Have you ever wished for a set of slides (or just a few) to illustrate a particular point but didn't want to ask someone else to make them for you. Well, now you can make them yourself easily with the Kodak Ektagraphic Visualmaker. We will be glad to assist you but it is very easy and painless, and inexpensive. No focusing skills, no guesswork and the camera is the Kodak Instamatic.

There seems to be no limit to the specific subjects that can be successfully photographed with the Visualmaker. Whenever you need a slide program to assist in solving a teaching problem or to increase the effectiveness of a presentation, there is a good chance that this quipment can handle the job.

The following suggestions are drawn from several fields to help you see the broad possibilities inherent in the Visualmaker. You will doubtless think of many more ideas for useful interesting pictures:

Title slides,
biological specimens,
photos or drawings,
sections of maps, charts,
lists, diagrams,
art brush work techniques,
passage from musical scores,
forms, posters,
signs, etc.

Kodak Visualmaker →

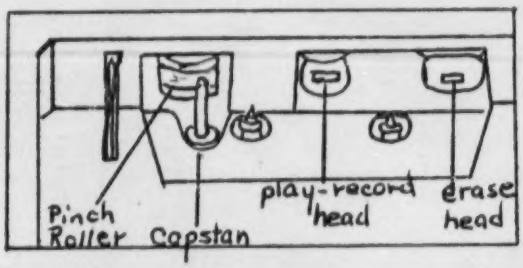


A-V TIP-----HOW TO GET THE MOST OUT OF YOUR CASSETTES AND PLAYERS

Sometimes a simple and obvious approach to a problem is the best solution. If you think your machine is faulty, first try it out with a tape you know is good. If the sound isn't clear and full-range, then the problem almost certainly is the cassette player.

To get the most out of your tapes and player, it is important to keep them dust-free, away from excessive heat such as radiators or direct sunlight, and to maintain a regular schedule of cleaning all the player parts that come into contact with the magnetic tapes. To minimize dust accumulation, keep the cassette door closed as much as possible, and store your cassettes in either individual cases or albums.

It is most important to clean regularly those parts of the player that are in contact with the tape as it moves. Iron oxide particles from the magnetic tape build up on these parts and can produce a "muffled" sound, dulled recordings or cause premature stopping or incomplete erasure. A dirty capstan will cometimes refuse to turn loose of the tape surface and will completely snarl the tape. After every 10 to 15 hours of use, all the parts that come into contact with the tape should be cleaned, preferably with a special cleaning solution for that purpose, or with denatured or isopropyl alcohol. To clean your machine, open the cassette door, push "play" button down, and gently clean with a cotton swab moistened with the liquid the parts identified in the diagram below.



It is also important to "demagnetize" all the heads, capstan, guides and other metal parts in the tape path. There are many commercial demagnetizers available, and they should be used, even on the best machines, at regular intervals. We recommend demagnetizing after every 10 to 12 hours of recording; or after about 20 to 25 hours of playback. Demagnetization is necessary because the heads build up residual magnetism, and some of your tape "highs" are lost since they are literally being erased. We have a demagnetizer in the a/v section of the library.

If your machine has a "pause" button, use it with discretion. Don't use it in place of the "on-off," because every time you "pause" the vital parts of your equipment remain in working position, such as the heads

being up against the tape and the pinch rollers against the posts. Also, try to remember not to leave the rewind button on after it's completed its service (if your machine lacks an automatic cutoff).

Your player draws a considerable amount of current. If you are running it on batteries and the sound becomes weak or distorted, then the batteries probably need replacement. On the average, they last for about 3 hours of playing time. However, you can extend the time by using alkaline type bateries, and getting anywhere from 50 to 80% increased performance. If you are recording, it is absolutely essential to use a-c or fresh batteries, since lack of a strong, steady current can mean recording at slower than normal speed.

But remember--the most certain way to get the most out of your cassettes and player is to keep them clean. A regular schedule depending on usage should be maintained. That will help you get the sound you want and the sound your equipment was designed to give.

Video Cassette Players & Recorders need particular care also. Do not leave machine on "pause" because this causes vital parts to remain in working position and is hard on tapes. Do not press command buttons too rapidly. THIS BREAKS TAPES. The machine needs time to shift direction. If the standby light is "on," touch nothing. When the standby light goes off you may then proceed. The Video Tape Player cannot be cleaned with alcohol. A cleaning cassette must be used.

NEW ACQUISITIONS OF AUDIO VISUALS

Audio Kits: English painting set I & II
- ✓ The Cathedral at Konigslutter
- ✓ Pisa: Baptistery
- ✓ The Cathedral of Santa Maria
- Moissac: The Romanesque Abbey Church
- Romanesque Architecture
- ✓ The Cathedral of Milan
- ✓ San Minato Al Monte, Florence

Films: The Story of Eric
Health & Life Style

Video Cassettes: Cosmos series 1 - 13
Mrs. Reynolds needs a nurse
Age related sensory losses

SPECIAL EDITION

EDUCATIONAL RESOURCES BULLETIN

TOPICS: PLEASE FILE

Index to Computer Based Learning
Audio Tutorial Materials now available

Volume II, Number 2, 1981

This special edition of the ERB has been issued in order to make available to the general faculty the information which has been provided through the efforts of our Title III Program and it's personnel. It is suggested that you might like to keep this information in your files for later use.

INDEX TO COMPUTER BASED LEARNING

The Index to Computer Based Learning contains the most authoritative, accurate, complete and up-to-date information on the Computer Based Learning programs. The index includes such information as Subject, Program Name, Author, Source, Description, Level of Instruction, Average Student Completion Time, Instructional Strategy, Availability of Program, Program Language, Central Processor, Operating System, and Terminal Description. Our program category is Computer Assisted Instruction (CAI). Our program language is BASIC OR BASIC - PLUS. Our central processor is PDP - 11/45. Our operating system is RSTS. Our Terminal Description is CRT terminal. One copy of this four volume index will be located in the Computer Assisted Instruction Specialist's office and one copy will be housed in the library.

AUDIO - TUTORIAL MATERIALS

There are some new audio-tutorial materials produced by Educulture now available in the Leaning Center. Teachers are invited to come see the Learning Center and to preview these new programs. Each module consists of a cassette tape and a response mannual, is independent, and deals with a specific skill. Students with difficulties in these specific areas may come to the Learning Center and use this material.

Mini-courses in Academic Skills

Module 1 - Preparing to Study
2 - Reading Comprehension and Retention
3 - Reading Speed
4 - Reading Practice
5 - Note taking Techniques
6 - Notetaking Applicational Practice Module
7 - Vocabulary Building Techniques
8 - Memory
9 - Applying Study Skills to Essays and Projects
10 - Examinations

English Modular Mini-courses

Module 1 - Basic Sentence Patterns
2 - Sentences with Modifiers
3 - Using Independent Clauses
4 - Using Subordinate Clauses
5 - Using Subordinate Phrases
6 - Major Sentence Errors
7 - Subject - Verb Agreement
8 - Problems with Subjects and Verbs
9 - Using Adjectives and Adverbs
10 - Pronoun Case
11 - Pronoun Reference
12 - Frequent Grammatical Errors
13 - Roblems with the Comma
14 - Special Punctuation
16 - Paragraph Development
17 - The Term Paper

Mini-Grammar Series

Module 1 - The Simple Sentence
2 - Parts of Speech
3 - The Independent Clause
4 - The Dependent Clause
5 - Modifiers
6 - Verbal Phrases
7 - Subject - Verb Agreement
8 - Problems with Pronouns
9 - Frequent Sentence Errors
10 - Misplaced Modifiers

Mini-courses in Mathematics: Arithmetic

1. Addition of Whole Numbers
2. Subtraction of Whole Numbers
3. Multiplication of Whole Numbers
4. Division of Whole Numbers
5. Properties of Whole Numbers

Mini-courses in Mathematics: Pre-Algebra

Module 1 - Integer Arithmetic
2 - The Substance of Algebra
3 - (Not available)
4 - Graphs
5 - Divisors and Multiples
6 - Fractions
7 - Roots and Real Numbers

Basic Applied Mathematics

Module 1 - Common Fractions: Lowest Common Denominator Addition and Subtraction
2 - Common Fractions: Multiplication and Division
3 - Decimal Fractions: Addition and Subtraction
4 - Decimal Fractions: Multiplication and Division
5 - Measurement: Linear and Circular
6 - Measurement: Volumes and Areas
7 - Ratios, Percentages, Averages, and Estimation

Think Metric: A Mini-course in Metrics

Allied Health Sciences: Mathematics

Module 1 - Common Fractions and Decimal Fractions
2 - Percentages, Ratios and Proportions
3 - Metric Understanding, I
4 - Metric Understanding, II
5 - Apothecaries' System
6 - Apothecaries', Metric, and Household Conversions

*Math Tutorials for Science and Technology

Tutorial 1 - Review: Arithmetic and Signed Numbers
2 - Powers and Roots
3 - Scientific Notation
4 - Arithmetic in Scientific Notations
5 - Units and Rounding
6 - Graphs
7 - Ratio and Proportion
8 - Introductionto Algebra
9 - Solving Equations
10 - Triangle Trigonometry
11 - Vectors
12 - Probability and Statistics

Mini-courses in Chemistry: Quantitative Skills

Module 1 - The Mole Concept
2 - Mole Concept and Molar Mass
3 - Calculations Involving Formulas
4 - Calculations Involving Equations
5 - Gases
6 - Gases and the Mole Concept
7 - Solutions and the Mole Concept

*Response manual only - no cassettes are used with these tutorials.

APPENDIX H

DESCRIPTION OF THE SELF-EXPLORATORY CAREER CENTER

Self Exploratory Career Center Description

A method has been devised to supplement our limited human resources and to encourage greater student interest in careers through the creation of a Self - Exploring Career Center. (SECC). Such a center would present a variety of experiences and information sources through a multi-media format.

Each student would view and introductory slide / sound presentation to learn what the SECC is, and how to use it. From there the students would engage in a self-paced exploration of career opportunities using slides, audio cassette kits, texts, bulletins, charts, etc....

The SECC would cover such topics as....

1. A self-diagnostic test to determine personal interest and abilities.
2. Matching of interests and abilities to specific careers
3. Background information on specific carrers
4. Gaming (exercises designed to allow the student to engage in some of the activities associated with specific careers)
5. How to find a job
6. How to get a job
7. Self-concept and job survival skills.

APPENDIX I

BROCHURES FOR PROMOTING DEVELOPMENTAL STUDIES PROGRAMS

Around the Campus at DSCC

SCHEDULES TRAVELS EVENTS EXPERIMENTS

SPORTS MEETINGS ACTIVITIES NEWS

You're Too Busy To Go To College? Not Anymore.

In highly competitive times like these, your education can make a difference. But if you're like many busy people, you can't find the time to attend classes on campus. Now, by enrolling in telecourses, you can take college credit courses at home.

Our telecourse program is designed for busy people like you who want to continue, or begin their college education. Telecourses will enable you to take college courses, by television, in your own home.

Telecourses are genuine college courses. Each one has been carefully developed by educators and media specialists and includes weekly video lessons, required readings and periodic examinations. Telecourses also include regular student access to course instructors.

Telecourses are no easier than courses on campus but they are more convenient. You can take a telecourse in your own home at times that fit into your busy schedule. And you'll be joining literally thousands of others who have found televised courses-for-credit to be not only the most convenient way, but also an exciting way to get a college education.

A PROGRAM OF

DYERSBURG STATE COMMUNITY COLLEGE

Give yourself some credit

DYERSBURG STATE COMMUNITY COLLEGE

DYERSBURG TN. 38024

U. S. POSTAGE PAID
Bulk Rate
PERMIT No. 213
Dyersburg, TN. 38024

DYERSBURG STATE COMMUNITY COLLEGE

P.O.BOX 648

DYERSBURG ,TN 38024

Give yourself some credit

Registration Information

Registration for this series of telecourses begins soon. Here's the schedule:

Fall Quarter 1981

Mail-in registration deadline
August 25

On-campus registration
August 26 - 27

Telecourse orientation
WED.,AUG.26, 12-1 PM
THUR.,AUG.27, 5-7 PM

Late registration
AUG.31-SEPT.4

Last day to request refund
SEE 1981-82 CATALOG

Telecourse broadcasts begin
SAT., AUG.29

Last day to withdraw with "W"
FRI.,OCT.30

Broadcasts end
THURS.,DEC.10

Final exams
DEC.9-10,1981

QUARTER ENDS
DEC.10,1981

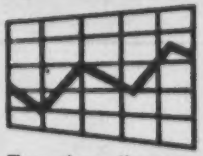
For further information call:
285-6910 EXT.202

160

How To Take A Telecourse

You can select the telecourses that are of interest to you and whose broadcast times best fit your schedule. When you enroll in a telecourse, you'll receive detailed course information, a broadcast lesson schedule and a list of the required reading materials.

You will also have regular access to your instructor. A phone number will be available to you for asking questions or obtaining assistance throughout the course.



It's Everybody's Business

Saturday 12:00 - 1:00 pm
or Monday Wednesday 6:00 am

Quarter 4.5
Credit hours

Examines the complexity of today's business community, from Wall Street to the warehouse, and features telling interviews with prominent business, government and union leaders. The course also documents the complex operations of business today with extensive interviews with "insiders."

A VALUABLE COURSE FOR THE GENERAL CONSUMER

Contemporary Health Issues

Saturday 11:00 am - 12:00
or
Tuesday Thursday 4:30 pm

Quarter 4.5
Credit hours

A comprehensive look at critical health issues facing today's society. This course examines drug usage, the effects of emotion on health, the safety of food, genetic counseling and the rising costs of health care. The startling number of technological advances is also contrasted with the surprising number of health problems that still exist.

OF INTEREST TO PARENTS, SENIOR CITIZENS, HEALTH BUFFS

Give yourself some credit

DYERSBURG STATE COMMUNITY COLLEGE

Fall Quarter 1981

Yes!
I'm very interested in receiving more information on the telecourses that I have checked below:

☐ **It's Everybody's Business**

☐ **Contemporary Health Issues**

For further information call: **285-6910**

Please mail the course information and a registration form to:

Name

Address

City & State Zip Code

If necessary, I can be reached at these numbers:

Home Business

161

150

DYERSBURG STATE COMMUNITY COLLEGE
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DYERSBURG ,TN 38024

182

MORAL CHOICES

THE RIGHT COURSE TOWARD COLLEGE CREDIT

You can't go wrong with Courses by Newspaper's credit series "Moral Choices in Contemporary Society." As a regular reader, you'll join outstanding authors as they probe such modern moral questions as abortion, the family, sexual conduct, and business, political and science ethics. And while you further your understanding of complex moral dilemmas, you can further your college education by taking this course for credit.

If you share our concern about our nation's evolving morality, plan to enroll now. It's one choice you can make in good conscience.

AN OPPORTUNITY TO TAKE A CLASS

IN YOUR OWN LIVING ROOM

FROM

Dyersburg State Community College

PRINTED IN THE STATE GAZETTE

CREDIT ----3 QUARTER HOURS

151

Fall Quarter 1981

183

MORAL CHOICES

COURSE BY NEWSPAPER

Registration Information

Registration for this series begins soon. Here's the schedule:

FALL QUARTER 1981

Mail-in registration deadline
SEPT 22

On-campus registration
SEPT. 16-24

Course orientation
WED. SEPT. 23 5-6 PM
THURS. SEPT. 24 6-7 PM
D S C C LIBRARY
ATTEND EITHER ONE

Late registration
SEPT. 25 - OCT. 2

Last day to request refund
SEE 1981-82 CATALOG

Course begins
WED., SEPT. 30

Last day to withdraw with "W"
FRI., OCT. 30

Final exam
MON., NOV. 23 - 6 PM

For further information call:

285-6910 EXT. 220 - 221

151

Course Outline

1. THE NATURE OF MORALITY
2. THE DILEMMAS OF SEX
3. THE FAMILY AND MORALITY
4. ABORTION
5. AGING AND THE AGED
6. POLITICS: THE DOMESTIC STRUGGLE FOR POWER
7. POLITICS: THE INTERNATIONAL STRUGGLE FOR POWER
8. LAW AND MORALITY
9. CRIME AND PUNISHMENT
10. PORNOGRAPHY AND OBSCENITY
11. SCIENCE AND MORALS: FREEDOM OF INQUIRY AND THE PUBLIC INTEREST
12. SCIENCE AND MORALS: THE ETHICS OF BIOMEDICAL RESEARCH
13. THE MORALITY OF WORK AND PLAY
14. THE MORALITY OF BUSINESS
15. RACISM
16. MORAL EDUCATION

IN ADDITION TO ARTICLES, OPTIONAL SEMINARS WILL BE OFFERED ON D S C C CAMPUS. ATTENDANCE IS NOT REQUIRED.

CREDIT——3 QUARTER HOURS

MORAL CHOICES

COURSE BY NEWSPAPER

DYERSBURG STATE COMMUNITY COLLEGE

Fall Quarter 1981

Yes!
I'm very interested in receiving more information!

Please mail the course information and a registration form to:

Name _____

Address _____

City & State _____ Zip Code _____

If necessary, I can be reached at these numbers:

Home _____ Business _____

IF YOU DO NOT RECEIVE THE STATE GAZETTE, WOULD YOU LIKE INFORMATION ON HOW TO SUBSCRIBE?

YES☐ NO☐

152

REGISTRATION FORM: CASH FLOW SEMINAR - APRIL 28, 1981

COST: $5.00 per person (includes materials)

NAME_____ PHONE_____

ADDRESS_____

BUSINESS REPRESENTED_____

Please make check payable to Dyersburg/Dyer County Chamber of Commerce and send resistration form to:

Dyersburg/Dyer County Chamber of Commerce
121 Masonic
Dyersburg, Tennessee 38024

Dyersburg-Dyer County Chamber of Commerce
Small Business Council
Dyersburg State Community College
U. S. Small Business Administration

-present-

CASH FLOW SEMINAR

Dyersburg State Community College
Student Center
Tuesday, April 28, 1981
7:45 am - 12:00 noon

MUSIC MAJORS!!!

Let's make beautiful music together!

DYERSBURG STATE COMMUNITY COLLEGE

offers:

Music Scholarships

Associate of Arts in Music

Associate of Science in Music

FOR FURTHER INFORMATION CONCERNING THESE SCHOLARSHIPS AND APPLICATIONS FOR ADMISSION PLEASE CONSULT YOUR COUNSELOR

OR WRITE : MUSIC DEPARTMENT
DYERSBURG STATE COMMUNITY COLLEGE
DYERSBURG, TENNESSEE 38024

WHATEVER HAPPENED TO OLD-FASHIONED MORALITY?

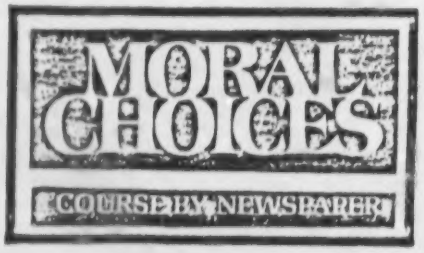
It's a question you've probably asked many times.

If you share our concern, plan to join us weekly.

STARTING SEPTEMBER 30, 1981

DYERSBURG STATE COMMUNITY COLLEGE

offers



PRINTED IN

THE STATE GAZETTE

FOR FURTHER INFORMATION CONTACT : ---------- ADMISSIONS OFFICE

DYERSBURG STATE COMMUNITY COLLEGE

OR CALL 285-6910 EXT. 220 OR 221 DYERSBURG, TENNESSEE 38024

APPENDIX J

RECOMMENDATION FOR MEDIA POLICY

Recommendations for Media Policy

by Barbara Walker
Media Specialist
D S C C

POLICY ON MEDIA ROOM

To provide the best service to all the faculty with the best possible quality performance from the equipment, it is recommended that one VCR unit, one monitor, one 16mm projector, one sound-slide projector, taperecorder, and one sound-filmstrip view be permanently located in the media room and never circulated. This will result in constant availability, accurate and controlled scheduling, better maintenance, less need for repair, and optimum quality of performance. It is the responsibility to schedule use of media room in advance so as to avoid conflicts. (of the faculty members)

PERMANENT EQUIPMENT USE

Certain areas of study require almost constant use of A/V equipment. It is recommended that these machines be allocated, according to availability, at the beginning of each quarter and checked out for the entire quarter (subject to circulation in emergency situations which will be judged by the media specialist and/or librarian). In return, the division adopting the machine is to be responsible for the simple care and repair such as lamp replacement and care as set forth in the owners manual. A copy of the owners manual will be left with the machine. In some cases, it might be more practical for a building or group of division , rather than a single division , to share machines checked out by the quarter. In this event, one person who will be in the building full time should be made the keeper or monitor and do the scheduling of these machines. In the case of a genuine breakdown, the machine will be returned to the library A/V department for repair, either by a student mechanic or to be sent off for repair. The division with a broken machine would then be eligible for a circulating machine through the usual day-to-day or hour-to-hour scheduling. At the end of each quarter it is the responsibility of the division heads to return the equipment to the library/media center for inventory and equipment checks.

CIRCULATING EQUIPMENT USE

A certain number of each type of machine should be held in the A/V department for circulation on a day-to-day (and in some cases, hour-to-hour) advance scheduling basis. These are to be returned at the end of the appointed time. This equipment should be the first quality machines since they will need to be the most reliable. These machines would be maintained and controlled by the A/V department out of their budget.

The number of machines assigned to the various divisions and to circulation would be determined by the library committee on the pro-rata basis of the number in operation.

CHECKOUT PROCEDURE FOR MEDIA HARDWARE - (CIRCULATING)

Since there is a serious limit to the supply, any A/V equipment should be scheduled in advance with the library secretary to assure availability. The equipment should be returned as soon as the use is finished- no later than the end of the day if used for a day class or by 8:30 the following morning if used for a night class. A violation of this policy would seriously dammage a user's credibility and result in loss of priority scheduling.

CHECKOUT PROCEDURE FOR MEDIA SOFTWARE (Films, slides, kits, etc.)

It is advised that software should be scheduled to insure availablity, however, since the supply is larger and the use limited to a few instructors per subject, this will not be strictly enforced. The software should be returned promptly after use for maximum availability or when recalled by the library/media center.

OUTSIDE LOAN OF HARDWARE AND SOFTWARE - (MEDIA)

The outside loan of hardware should be limited and subject to approval by the media specialist and/or librarian. If possible, a member of the college faculty or staff should be responsible and accompany the equipment. The same time regulations apply: either return the same day or by 8:30a.m. the next morning. Violations will result in the loss of priviledge. Damage to machines beyond normal use should be covered by the user and the loanee should be made aware of this in advance. (When the college is able to own an abundance of machines then this policy might be relaxed). There should be a policy of reciprocity consideration where businesses who regularly make loans of their equipment to the college might receive special consideration. A special form might be developed to cover the outside loan agreements. This would make the loanee ware of his/her responsibilities.

DOWN MACHINES

When a down machine is returned, a note must be attached describing exactly the mal-function. THIS IS IMPORTANT! Machine will then be examined by media specialist and sent to proper place for repair. Bulbs, batteries, etc., will be replaced locally. If a student mechanic is available, he/she will repair if possible.

REQUESTS FOR MEDIA SERVICES (Graphics, slide/sound productions, posters, etc.)

All requests for media services should be scheduled through the media specialist and will be filled on a first-come basis unless special arrangements are needed.

OFF-AIR TAPING OF VIDEO PROGRAMS

Any request to tape off-air programs should be accompanied by written permission or license. If this is not possible, due to the time limit, then the request will be granted (if possible) and the tape held for one week for preview. During this week the instructor should initiate procedure to either acquire permission to use or the price to rent or purchase. Unless this procedure is initiated the tape will be destroyed at the end of one week.

EQUIPMENT CONTROL BOOK

At the end of each quarter all machines should be rounded up and/or checked against the equipment control book as to location, repair needed, if any, etc.. Each new piece of equipment should be listed in the equipment control book and all the information filled out, such as: source, price, model, serial, date of purchase, itc.. Then, as repairs and services take place, these should be entered so that an accurate history of performance record is kept to be used in evaluating the machine. This also serves as a reference telling the age of the machine and where repair parts may be located.

APPENDIX K

LIST OF MEMBERS OF THE DEVELOPMENTAL STUDIES COMMITTEE AND THEIR DUTIES

MEMORANDUM

TO: Dr. Rosella McClain, Chairperson
Mr. David Strong
Ms. Wanda Vickery
Ms. Jo Dudney
Mr. Jim Fowler
Dr. Al Clark
Ms. Mary McCauley
Dr. Don Holland
Ms. Peggy Pendergrast
Ms. Sandra Rockett

FROM: Dean Billy Williams

SUBJECT: Developmental Studies Committee

DATE:: March 20, 1980

Middle Tennessee State University serves as a consulting agency for the building of the development program under Title III at Dyersburg State Community College. After the initial visit one recommendation in the follow-up letter was "to formalize a Developmental Studies Committee or Council composed of principal faculty from each developmental studies area, the Specialists, Departmental Chairpersons in each area, the Director and others who would help build our program."

In compliance with this recommendation I would like for each of you to help us in a continuing effort to better our developmental program. I am asking Dr. McClain to serve as Chairperson.

plr

APPENDIX L

SUGGESTED GUIDELINES FOR ENTRY IN DEVELOPMENTAL STUDIES COURSES

SUGGESTED GUIDELINES FOR ENTRY IN DEVELOPMENTAL STUDIES COURSES:

READING - Courses in reading are designed to help students improve reading and study skills.

REA 1000, 1001, 1002 - Reading and Study Skills Improvement I, II, III

These courses are designed for students who:

1. Read at or below the 10th grade level as determined by the Nelson-Denny Reading Test,
2. Maintain a GPA of 1.0 or less,

All entering freshmen and any returning students with academic problems should take the Nelson-Denny Reading Test. This test will be offered throughout registration at times to be announced.

REA 1006, 1007, 1008, 1009 - Reading and Study Skills for the Social Sciences/ Natural Sciences/ Humanities/ Technologies

These courses are designed for students who:

1. Read at the 10th grade level or above as determined on the Nelson-Denny Reading Test,
2. Maintained a C average or less on high school transcripts,
3. Possess a high school equivalency diploma,
4. Express a desire to improve reading and study skills,
5. Have difficulty in corresponding content area courses.

MATHEMATICS - These courses are designed to prepare students for college-level mathematics.

MAT 1100 - Arithmetic

This course is designed for students who:

*1. Attain an adjusted raw score on Test N of the College Qualification Test (CQT) of 10 or less,

2. Maintained an average of C or less in high school general math,

3. Lack confidence in their arithmatic abilities,

4. Have difficulty in Elementary Algebra or Survey of Math.

MAT 1101 - Elementary Algebra

This course is designed for students who:

*1. Attain an adjusted raw score on Test N of the College Qualification Test (CQT) of 10 to 25,

2. Maintained an average of C or less in high school algebra,

3. Lack confidence in their ability to solve algebraic problems,

4. Have difficulty in Survey of Math.

* These tests will be given on the first day of all freshman math classes. Students scoring at levels other than those indicated will be required to enroll in a more appropriate class. Only those students recommended for MAT 1100 or 1101 will be allowed to enroll in these courses.

COMMUNICATIONS - Courses designed to improve student's skills in written communication.

COM 1000, 1004 - Language I / II

These courses are designed to improve student's knowledge of traditional English grammar. Students should enroll who:

1. Show weakness in English grammar skills,
2. Maintained a C average or less in high school English,
3. Possess a high school equivalency diploma,
4. Have difficulty in freshman composition.

COM 1001, 1005 - Writing I / II

These courses are designed to help students improve their writing skills. Students should enroll who:

1. Show poor writing skills,
2. Maintained C average or less in high school English,
3. Possess a high school equivalency diploma,
4. Have difficulty in freshman composition.

COM 1002, 1006 - Vocabulary I / II

These courses are designed to help students improve their vocabulary skills. Students should enroll who:

1. Show inadequate vocabulary skills,
2. Maintained a C average or less in high school English,
3. Possess a high school equivalency diploma,
4. Have difficulty in freshman composition.

COM 1003 - Spelling

This course is designed for students who have trouble spelling. Students should enroll who:

1. Show poor spelling skills,
2. Maintained C average or less in high school English,
3. Possess a high school equivalency diploma,
4. Have difficulty in freshman composition.

PSYCHOLOGY - The developmental course in psychology is designed to improve the student's awareness of himself and his capabilities.

PSY 1000 - Motivational Adjustment

This course is designed for any student who:

1. Is unsure or undecided about a college major,
2. Needs additional information / assessment of occupational interests and goals,
3. Needs additional assessment of personality,
4. Wishes to verify an occupational choice and explore related alternatives,
5. Needs to learn systematic decision-making skills,
6. Wishes to develop a positive self-image through applied techniques in college environment.

Most college freshmen need to enroll in this course. Only the most mature freshman will not need this course.

LIBRARY STUDIES - A course designed to improve student's knowledge of and ability to use the library as a research tool.

LIS 1000 - Library Studies: Basic Information Sources

All entering freshmen should enroll in this course. Anu other student who displays an inadequate knowledge of the library should also enroll in this course.

APPENDIX M

JUSTIFICATION FOR CONTINUATION OF FUNDS

Grantee Copy

DYERSBURG STATE COMMUNITY COLLEGE

DYERSBURG, TENNESSEE 38024

170

November 14, 1980

CHARTER YEAR "1969"

OFFICE OF THE PRESIDENT

Graham Stewart 11/5/80

APPROVED RW

with noted exceptions

Ms. Rosemary Woods
Grants Procurement Management Division
ROB #3 - Room 5911
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Ms. Woods:

Enclosed you will find three copies of justifications for expending $22,000.00 of 1979-80 funds during 1980-81.

If we may provide additional information, please let me know.

Sincerely,

E. B. Ellen
President

EBE/ldd

Enclosure

JUSTIFICATION FOR CONTINUATION
OF FUNDS UNDER THE 1979-80 SDIP GRANT

The projects presented here are extensions of the 1979-80 SDIP grant and consistent with its purposes. Justifications of each element follow.

Two Slide/Synch LaBelle Units $1,500.00

Two slide/synchronous LaBelle units are needed in the Media Center. Five complete computer maintenance courses are currently available on LaBelle cartridges. However, there is only one cartridge projector available for student use. The material is used to supplement class lectures for slow learners and for students that have missed a class. The materials are of high quality. Materials for many other subject areas are becoming available on these types of slide/synchronous cartridges. The two units would make a valuable contribution to the Media Center begun under the SDIP grant.

not allowed

Workshops on Developmental Studies $4,000.00

A. To host two workshops on developmental studies for practitioners and administrators of the colleges and universities of Tennessee, East Arkansas, Southern Kentucky, Southeast Missouri and North Mississippi. The money will allow nationally known experts in the field to be presenters. These will be two day workshops.

   (1) No development studies workshops have been held in this area in recent years.

   (2) A basic skills workshop was held in Johnson City, Tennessee (app. 500 miles away) last year. This was the only workshop in Tennessee.

   (3) The workshop would serve this region and be within range of many community colleges and universities.

Participants we would like to use and cost.

(1) John Rouche - University of Texas at Austin - $500 per diem plus all expenses.

(2) Hunter Boylan - Appalachian State University, Boone, North Carolina - $250 per diem plus all expenses.

(3) Terry O'Banion - League for Innovation in Community College (cost to be determined later).

(4) Three additional practitioners to be determined after program is planned.

B. To hold two drive-in, one day conference using Tennessee State Department Personnel and practitioners from successful colleges and universities within driving distance. (100 miles).

Peer Tutoring in Developmental Studies $4,500.00

Fifteen peer-tutors have been employed during Fall Quarter 1980 to work in areas as diverse as; reading, English, math, natural science, psychology, and technologies. At the present rate, peer-tutors will work approximately 1000 hours during Fall Quarter. The cost of these services at minimum wage rates will be approximately $3100.00. Funds allocated to peer-tutoring will be depleted sometime during Winter Quarter 1981. In order to continue the peer-tutoring program through both Winter and Spring Quarter 1981, the program would have to be reduced considerably. Early indications are that this program will prove to be extremely effective. In order to insure that this program be maintained at as high a level as possible more funds are being requested. Current research indicates that peer-tutors constitute the most effective tutoring program. And the desirability of continuing the program makes this a high priority item in the Title III program.

Expansion of Developmental Studies Support $4,500.00

The 128 percent increase in students enrolled in developmental studies classes necessitates additional funds for the continuation of all activities

currently in progress and expansion of the program during Winter and Spring quarters. Three developmental studies classes were offered successfully at the near-by State Correctional Institution. There is a need for three or possibly four classes each quarter at this location. The continuation of funds will assist in these needs being met.

On-campus registration also increased. All classes offered are full and more classes are anticipated for Winter quarter. The reading and communications classes have the greatest need for additional supplies, materials and small equipment to assist in the individualized program offered. The continuation of funds will enable the developmental studies program to retain more students for the regular college program. The retention rate this fall was 52.4 percent compared with 38 percent last fall.

CRT Units for Developmental Studies $3,000.00

Two student terminal laboratories currently exist at Dyersburg State Community College--one in the Classroom Building with three terminals and one in the Administration Building with nine terminals. The Administration Building laboratory supports scheduled laboratories approximately five hours each day during peak class hours. The Classroom Building laboratory is used by students to solve homework problems. It is heavily utilized from 8:00 a.m. to 8:00 p.m.

For the above reasons, the developmental students have limited access to computer terminals. Purchasing terminals to place in the Learning Center and in the Communications Lab will provide developmental students with greater access to the computer. This improved access will permit greater utilization of CAI packages currently available on the computer. These CAI packages, which are shared with four other Tennessee community colleges, provide developmental students with drill and practice in vocabulary, spelling, and

mathematics skills. They also provide students with immediate feedback for individual problems and with a final evaluation at the end of each module. In addition, working with the computer will provide many of our students with their first hands-on experience with a computer. Business and education literature indicate that employers consider any skills obtained in using computer technology as "values added." Many of our developmental students are from remote rural areas where there is very little opportunity for contact with computer technology. Further, the novelty of interacting with a computer should be a useful motivator for many of these students. The installation of computer terminals in the learning center and in the communications lab should increase utilization of the CAI packages and improve the performance of many developmental students.

Typewriter Quality Hard Copy Terminal $3,500.00

The hardcopy terminal would be placed in the Media Center for use by both developmental students and instructors. The terminal would be used by students to obtain hard copies of drill and practice material to study at home. Instructors would use the terminal to produce:

1. Tables and histograms of developmental student progress
2. Instructional materials such as study guides, learning activity packages (LAPs), etc.
3. Newsletters to communicate to non-developmental faculty the resources available to students through the developmental laboratories.

Testing for Developmental Studies $1,000.00

An unusually large response to expanded pre-enrollment counseling and testing services (made possible by Title III funding) has caused a shortage of testing materials. Increased enrollment in developmental classes which also utilize supplemental testing materials purchased under Title III funds has added

to this shortage. However, these greater numbers will allow improved program evaluation through assessment of individuals as measured by pre-and post-testing. The use of standardized tests and evaluation instruments will enable a comparison to be made on a wider basis than local norms alone.

Requests from faculty members for standardized tests in academic subject areas resulted in an unanticipated delay while specimen sets of tests were ordered and reviewed prior to the final selection. In addition, student responses to survey questionnaires revealed the need for additional instruments to be ordered in the areas of career and aptitude assessment.

Estimated costs include:

Career Skill Assessment Materials (College Board)	$450.00
Academic Aptitude Tests (Psychological Corporation)	150.00
Educational Interest Inventories and Career Guidance Inventories (Educational Guidance, Inc.)	400.00
Nelson-Denny Reading Test	200.00
CEEB Arithmetic and Elementary Algebra	300.00